

TWENTY-FIRST ANNUAL REPORT
OF THE
Department of Education
OF THE
PROVINCE OF ALBERTA

1926

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DEPARTMENT OF EDUCATION,
EDMONTON, DECEMBER 31, 1926.

To His Honour

WILLIAM EGBERT,
Lieutenant Governor of the Province of Alberta.

SIR,—

I have the honour to transmit herewith the Annual Report of the Department of Education for the year 1926.

Your obedient servant,

PERREN BAKER,
Minister of Education.

CONTENTS

	Page
INDEX	86
I. Letter of Transmission	3
<i>Hon. Perren Baker.</i>	
II. The Deputy Minister:	
(1) Report of Deputy Minister	9
<i>J. T. Ross.</i>	
(2) Report of Secretary of Department.....	11
<i>M. M. O'Brien.</i>	
(3) Report of Inspector of High Schools	13
<i>J. A. Smith.</i>	
III. Supervisor of Schools:	
(1) General Survey, Supervisor of Schools.....	15
<i>G. Fred McNally.</i>	
(2) Report of Registrar	17
<i>H. J. Spicer.</i>	
(3) Report of Provincial Normal School, Calgary.....	22
<i>E. W. Coffin.</i>	
(4) Report of Provincial Normal School, Camrose.....	24
<i>A. E. Torrie.</i>	
IV. Chief Inspector:	
(1) Inspection in Alberta	25
<i>G. W. Gorman.</i>	
(2) Attendance	50
<i>D. C. McEachern.</i>	
V. Report of School Book Branch.....	51
<i>W. H. Noble</i>	
VI. Report of Debenture Branch	53
<i>A. Scofield.</i>	
VII. Technical Education:	
Report of the Director of Technical Education and Principal of the Institute of Technology and Art.....	55
<i>W. G. Carpenter.</i>	
VIII. General Statistics	58
<i>I. V. Hall.</i>	

EDMONTON, ALBERTA,

December 31, 1926.

THE HONOURABLE PERREN BAKER.

Minister of Education,

EDMONTON, ALBERTA.

SIR,—

I have the honour to submit herewith the Report of the Department of Education for the year 1926. It contains reports from the Deputy Minister, Supervisor of Schools, Chief Inspector of Schools, High School Inspector, Director of Technical Education and Principal of the Institute of Technology and Art, the Normal School Principals, Secretary of the Department, Registrar, Statistician, Chief Attendance Officer, and Managers of the School Book and Debenture Branches. The statistics dealing with the attendance of pupils at the public, separate and private schools of the Province, are for the school year commencing July 1st, 1925, and ending June 30th, 1926. The financial and departmental reports refer to the year ending December 31st, 1926.

I have the honour to be, Sir,

Your obedient servant,

J. T. Ross,

Deputy Minister of Education.

REPORT OF THE DEPUTY MINISTER OF EDUCATION

THE HONOURABLE PERREN BAKER,
Minister of Education,
EDMONTON, ALBERTA.

SIR,—

I have the honour to submit for your consideration the twenty-first annual report of the Deputy Minister of Education, covering the year 1926.

SCHOOL DISTRICT ORGANIZATION.

The number of school districts erected during the year was 39, as compared with 28 in 1925. The number of schools established each year is gradually increasing, and as most of these districts are organized from lands withdrawn from existing districts, the amount of work involved is much greater than formerly. Any attempt to withdraw lands from districts generally results in opposition, and necessitates careful investigation and consideration. In connection with this phase of Departmental work every effort is made to keep in mind the educational interests of the children.

Three rural high schools were established during 1926; one at Rockyford, one at Dalemead and a third at Naco. There are at present five of these schools in operation, two of which have operated very successfully since September 1st, 1921. The cost of operation is not excessive, as a good type of secondary education is supplied at a cost of not more than \$6.00 per quarter-section. A large number of rural ratepayers are making a careful study of the organization and operation of these schools, and it is very probable that a number of such districts will be organized during 1927.

In twelve instances, one-room rural schools have been remodelled and made into two-room schools, or new two-room schools have been built, to accommodate the increasing number of children of school age. Nearly all of these two-room schools are located in districts settled by New Canadians, and the trustees of these districts are making commendable efforts to provide educational facilities for the children.

ENROLMENT.

The number of pupils enrolled in the schools of the province, from July 1st, 1925, to June 30th, 1926, was 150,526, an increase of 2,730 above that of last year. The average daily attendance was 110,927.82. The average number of days attended, per pupil, in graded schools was 152.58, and in ungraded schools 125.77.

GRANTS.

The School Grants Act was amended at the 1926 Session of the Provincial Legislature, in order that financial assistance might be given to all rural school districts having an assessment of less than

\$75,000.00. If the total assessment of a school district is less than \$75,000.00 and more than \$70,000.00, the district receives a special grant of 20c per day, and for every decrease of \$5,000.00 in the assessment there is a corresponding increase in the grant of 20c per day, until a maximum of \$2.80 per day is reached. Six hundred and sixty-seven one-room schools were benefited during the year by this grant, and in each case the period of operation was extended very materially. In 1925 the average number of days each rural school was open during the year was 178.73, and in 1926 the number was 184.7. The increase was due to the longer period of operation of those schools that were assisted by the special grant.

This grant did not become effective until April 1st, 1926, and therefore the school trustees entitled to participate in it will benefit by it in future years to a greater extent than in 1926, and will be able to operate their schools for a period of at least 160 days each year.

LEGISLATION.

Amendments to the School Act were made during the last session of the Legislature: (1) To provide for the election of an additional trustee in a consolidated school district in which there is an even number of trustees. (2) To make it optional with boards of trustees to decide whether or not Ash Wednesday, Arbor Day, Labor Day and the birthday of the reigning Sovereign shall be school holidays. (3) A new clause was incorporated providing for a Board of Reference, which may serve as a Board of Conciliation, or as a Board of Arbitration, as the case may be, in connection with any dispute or disagreement arising between a school board and its teacher or teachers. This Board has been constituted and the officers appointed are His Honour Judge Taylor, as Chairman, Alfred Waite, President of the Alberta Teachers' Alliance, as teachers' representative, and F. Herbert, as trustees' representative.

The School Assessment Act was amended by adding a section dealing with the collection of arrears of school taxes in a Dominion Park or a Dominion Forest Reserve. The School Grants Act was amended as mentioned earlier in this report.

SECONDARY EDUCATION.

There is a growing demand from all parts of Alberta and from all classes of people in the province for secondary education. They fully realize that children, in this age of progress, must have a high school education if they are to become factors in the industrial, political and intellectual life of this country. This demand is insistent and imperative, and comes from those boys and girls who have passed their public school leaving examination and wish to proceed with their high school education. In 1923 Grade VIII examinations were held in 48% of all the rural schools, and three years later examinations were held in 471 more of these schools, or 62% of their total number.

The cities, towns and villages have their secondary departments filled to capacity, and the citizens object to expending money for the purpose of building new schools to accommodate non-resident

pupils. It would appear that the only satisfactory solution of the problem is for the rural population to organize rural high schools or establish municipal high schools.

EDUCATIONAL PROGRESS.

There has been a steady educational growth in the province during the year, and it is most noticeable in the rural sections. There is a decided improvement in the quality of school buildings and equipment. Many of the old and antiquated schools have been replaced by modern buildings, and others have been remodelled and are now up-to-date in regard to heating and lighting. More attention is being given to sanitary conditions in the schools, as trustees and teachers are becoming more interested in the health of their students. There is a greater discrimination in the selection of teachers, both higher qualifications and more experience being demanded.

Technical education of a vocational character is arousing more interest than formerly, and the Technical School in Edmonton, the Pre-vocational School at Calgary, and the Provincial Institute of Technology are making valuable contributions toward preparing students for industrial occupations. The enrolment in the day classes at the Institute was 452, in the night classes 502, and in the correspondence classes 212, making a total of 1,166. In addition to the regular courses given during the school year, a Summer School was organized, fifty students being in attendance during July and part of August. The majority of these students were teachers who felt that by adding practical training in Science to the theoretical training received in the high schools and universities, they could do more effective work in their schools.

I have the honour to be, Sir,

Your obedient servant,

J. T. Ross,

Deputy Minister.

REPORT OF THE SECRETARY OF THE DEPARTMENT

(M. M. O'BRIEN, *Secretary*)

The Department of Education, as in former years, made arrangements during 1926 for the education of the deaf and blind children of the province. There being no schools for the deaf and blind in this province, these children were sent to institutions in other provinces—the Manitoba School for the Deaf at Winnipeg, Manitoba; the Ontario School for the Blind at Brantford, Ontario; Institute for the Deaf, Montreal; Institute for the Blind, Montreal; and the School for the Deaf and Blind, Point Grey, British Columbia.

During 1926 there were 43 pupils from Alberta in attendance at the Manitoba School for the Deaf. Four of these students com-

pleted the course during the June term. Two pupils left the province. Six new pupils commenced in September, four had never attended school and two had formerly resided in the province of Saskatchewan, but whose families are now resident in Alberta. During the June term there were five students in the School for the Deaf and Blind, Point Grey, one deaf and blind student, two blind students, and one deaf student. Owing to ill-health, one of the blind students did not return in September. The other three are still in attendance, and four deaf students who had never been in school commenced in September. There are still four deaf students from this province in attendance at the Institute for the Deaf, Montreal, and one blind student at the Institute for the Blind, Montreal. There were nine blind students in attendance at the Ontario School for the Blind at Brantford during the June term. All of these returned to school in September, and another student who had been out for two years also returned. In addition to these students there is one, a blind boy, who completed his work at Brantford, and is now taking his high school course in the City of Edmonton. He receives certain assistance from the Government in the matter of tuition and text-books.

ADULT BLIND.

The Canadian National Institute for the Blind does considerable work among the adult blind of the province, and the Government gave in 1926 a grant of \$5,000.00 to the Institute to assist in this work. The Headquarters for the West is at Vancouver, and is in charge of Miss Geraldine Leatham, District Secretary. For a number of years there have been two Home Teachers working in the province under the direction of the Institute. These Home Teachers visit the homes of the adult blind throughout the province and give instruction in different subjects and industries. The Institute makes every effort to keep in touch with the students who have graduated from schools for the blind in order to give them further assistance.

SUB-NORMALS.

The special assistance given to districts providing classes for sub-normal students was continued in 1926. The total amount of this special grant was \$5,316.96, distributed as follows:

	No. of Teachers	No. of Pupils	Ages	Amount of Grant Paid
Edmonton	2	18	9-16	\$1,579.46
Calgary	4	64	8-16	2,975.00
Lethbridge	1	19	7-14	762.50

REPORT OF INSPECTOR OF HIGH SCHOOLS

(J. A. SMITH.)

During the first two months of the year the plan of city inspection as carried out during the two previous years was continued. Mr. Fuller and Mr. Carr assisted with the work in Calgary, and in Edmonton Mr. McNally, Supervisor of Schools, was added to the staff. These men gave very valuable service in the different departments of work that they were specially qualified to supervise. After the completion of the city inspection Mr. McNally assisted me in the work of inspection in schools where one room only was devoted exclusively to high school work. Many of these rooms had not been inspected since the high school inspectorial staff was reduced. The need of supervision and helpful direction in these schools was very apparent to both of us. More adequate provision and a more serious effort should be made to give these schools the expert service that is so strongly demanded.

The high school enrolment throughout the province has had its usual yearly increase over that of the previous year. In a number of town schools this increased enrolment has been provided for through added accommodation and school facilities. In other places little has been done to relieve the congestion. The school boards at Cardston, Pincher Creek, High River, Didsbury and Stettler have increased their staffs from three to four teachers. There has been a similar expansion in a number of the smaller schools. Questions of accommodation and finance are in many places most urgent and are causing the ratepayers considerable anxiety. The problem still appears to be to discover sources of revenue which are general rather than local in their application.

During the year three rural high school districts were organized: one at Rockyford, one at Dalemead and a third at Naco. In the first two mentioned districts the students are being accommodated in temporary quarters until such time as a new building can be erected. In order to give the ratepayers an opportunity to test the advantages of a rural high school to the community, and to convince them that the school will not be a serious financial burden, it may be advisable to operate for a year or two, but not longer, in temporary quarters. Some pressure should then be brought upon the ratepayers towards providing pleasant surroundings, a modern and hygienic building, and adequate equipment. In one of the rural high school districts which has been operating for a number of years, there seems to be a very decided and quite natural inclination on the part of some of the ratepayers to continue in the temporary quarters and to put off the erection of suitable accommodation as long as possible. Your Department will be fully justified in continuing its aggressive policy of rural high school education, as there is much evidence that parents and ratepayers generally are more deeply interested today than ever in a better education for their children. Many children from rural homes are denied the advantages of high school training. Even when parents are able financially to send their children to a town or city school, the problem is not solved, as the danger involved in young people

leaving home too soon is quite serious. A solution nearer home must be found, and the only solution at present is the rural high school.

The new Course of Studies has been in operation long enough to permit of some accurate judgments as to its effect, and I am pleased to know that the merits and weaknesses of this course will be thoroughly canvassed by a committee in the very near future. Some adjustments are needed, but these are not of a very serious nature. The unit system of promotion has never been challenged. Criticisms have been offered as to the subject matter prescribed for the different courses. Any course which is in some degree experimental will always admit of adjustments. These criticisms have been confined in the main to History (1) and (2), Latin (1) and (2), Algebra (2) and Art (1). History (1) seems to be quite a popular subject in the city schools, where the teachers with specialized skill have the time to give to the students the helpful direction which the content of the course requires. For a considerable time the immature Grade IX student needs more help than can be given in the small high school in interpreting the language of the text which in many places is very abstract. The lack of proper teaching of History (1) is the cause of so many casualties yearly in this subject. The other four units of work mentioned above are considered much too burdensome to be covered satisfactorily in one year. This criticism with respect to History (2) could be met by giving unimportant details a very subordinate place in the course. The work of Art (1) is taking more of the home study time of the student than the importance of the subject should demand. A few minor changes that could be made with little effort would appreciably increase the popularity of the few courses under criticism.

The low standard of requirements which the Grade VIII student has to meet, and the consequent lack of preparation for the work of Grade IX, has been widely discussed during the past year. In my opinion there are other more serious problems that our high schools have to face. In the great majority of our city schools this year the Grade IX classes are the best in the school. The Grade IX student begins his high school career with an enthusiastic and serious attitude toward his work which more than counterbalances any weakness in mental power and initiative. The real problem today is to maintain this enthusiasm, and to get the required effort from the student in the matter of home preparation of work. There is a growing tendency to shift parental responsibilities to the school. The attraction of the motor-car, motion pictures, and public places for social activities are removing the student from the disciplinary influence formerly exerted by the home.

The high school teachers throughout the province are, in general, manifesting a marked degree of interest in their work, and are keenly alive to all opportunities for increasing their professional efficiency. A convention of teachers from the town and village high schools of the Calgary, Olds, Bassano and High River inspectorates was held in Calgary during the early part of November. Approximately seventy teachers took advantage of these meetings. The interest shown by these teachers in the various subjects taken up, and the manner in which they entered into the discussions of

their school problems was an indication of the keen interest that has characterized their attitude toward their work throughout the year. The success of this convention would warrant permanent organizations in at least three other centres of the province.

REPORT OF SUPERVISOR OF SCHOOLS

(G. FRED McNALLY)

TEACHER-TRAINING.

Training for the Academic Certificate covers a period of approximately five months and is open to University Graduates only. This class enrolled on January 5th and continued in attendance until the end of the session. But fourteen candidates undertook this training, one of whom withdrew during the term. This number is small, but will probably not increase until the course is put on a different basis.

On December 1st the total number of teachers-in-training at the two schools was 727, thirty less than on the same date in the preceding year. These were classified as follows: Special Short Course 34, First Class 231, Second Class 462.

READING COURSE.

In May the regular Reading Course tests were given and the papers marked by members of the staffs of the Provincial Normal Schools. The number of teachers holding Interim Certificates who applied to complete this requirement during 1926 was 902. Of this number the following submitted answer papers and received credit: Second Class Interim 519, First Class Interim 206, and Academic Interim 27. The total number of papers submitted was 849, and of these 778 were satisfactory.

SUMMER SCHOOL FOR TEACHERS.

At the fourteenth session of the Summer School for Teachers 336 teachers were registered in the classes held under the direction of the Department of Education, and in addition 70 registered for University courses. Seventeen instructors were employed by the Department and the courses offered which had proven popular in the past.

During the session the Students' Union was a very active organization, and was responsible for the successful carrying out of a garden party, picnic at Seba Beach, tennis tournament, baseball and basketball games, and the annual reception. An orchestra composed of members of the student body was organized, and provided music for several of the social evenings held in the residence.

Owing to the fact that I was engaged in lecture work at the Summer School, Mr. A. E. Torrie, Principal of the Provincial Normal School at Camrose, acted as Director.

CORRESPONDENCE COURSES.

During the past year about two hundred and twenty-five pupils have been added to the enrolment in the Correspondence Courses, making a total of over nine hundred students registered since the inception of this work in 1923. Of this number, there are approximately two hundred pupils in Grade I, and twenty in Grade VIII, while the remainder are distributed throughout the Grades from II to VII.

While it is not our aim to prepare Grade VIII pupils for the Departmental Examinations, we have been able to help many of these students who are handicapped by reason of long periods of non-operation of the schools in their districts, and other pupils who have not the privilege of attending any school. Eleven of the Grade VIII pupils enrolled last year were successful in passing the Departmental Examinations. The correspondence method of instruction is largely an experiment, but the success of some students as well as the letters of appreciation which are received bear testimony to the value of the work being done.

The chief characteristics of this method are the constant effort on the part of the students and the careful correction of this work by the instructors. The work consists of the assignment of definitely planned lessons and the correction and criticism of the children's effort upon their receipt at the Department. The system, while it has its disadvantages, possesses at least two important features sometimes lacking in the ordinary school, the constant expression of thought in writing by the pupils, and individual instruction. Even the disadvantages are not without their compensation, since they mean the formation of habits of self-dependence on the part of the pupil. The success of the pupils in the correspondence work depends to a very great extent upon the ambition and enthusiasm of the students themselves, and upon the interest and co-operation of the parents. With either of these factors missing little is accomplished.

ILLITERACY IN ALBERTA.

An interesting study has just been published by the Dominion Bureau of Statistics, based on the 1921 census, entitled "Illiteracy and School Attendance." The most important factor in illiteracy has always been supposed to be the percentage of foreign-born. In 1891, before any considerable amount of immigration had taken place, the percentage of illiteracy for the whole of Canada was 13.8. In 1921, in spite of the large influx of Orientals and peoples from southeastern Europe, this percentage had been reduced to 5.1. The percentage for Alberta is 3.73, which would seem to indicate that the factors generally operative in the reduction of illiteracy have been reasonably active here.

CONVENTIONS.

The usual local or district conventions were held in twenty-four centres during the months of October and November. The attendance of teachers was larger than ever before. An analysis of the programmes would indicate that every subject in the curriculum

received attention in one or more of the meetings. The percentage of time devoted to a consideration of general topics, or such as would have but remote bearing on actual class-room situations, was very small. It has always been intended that the small convention should act as a forum for the discussion of difficulties and demonstration school of approved class-room practice. It would seem that this function is being well maintained. In connection with several of these meetings a High School section was organized and good results secured. This was particularly true of the gathering in Calgary. In future similar meetings should be organized in half a dozen centres throughout the province. The Department gave such assistance as was found practicable.

REPORT OF REGISTRAR

(H. J. SPICER)

DEPARTMENTAL EXAMINATIONS.

The June Departmental Examinations were held beginning June 16th and concluding June 30th with 18,369 candidates writing in 1,912 centres.

Since 1921, when the privilege of writing in their own schools was extended to all Grade VIII candidates prepared at schools conducted in accordance with The School Act, the number of candidates for this examination has increased 2,344. The number of centres has increased 834.

While there probably is an objectionable phase to the granting of this privilege, it appears to have been appreciated by those parents who hesitate to permit of immature students being away from home without supervision during examination week. As a result of this policy many students are given an opportunity to write who otherwise would be deprived of this privilege.

The Unit System was authorized for all High School Grades for the scholastic year 1925-1926. This system requires credit on a Departmental Examination in each of the twenty-one units prescribed for entrance to Normal School as a candidate for a Second Class Teacher's Certificate. It involves promotion "by subject" with fewer subjects taken in one year and more intensive study in each, thereby permitting each student to attempt such number of units as it is found he can master in a given time.

A study of the results reveals the fact that an increasing number of students will attend school four years in preparation for entrance to Normal School or to University. This increased time gives the student opportunity for wider reading and for applying the knowledge acquired to problems of his daily life.

Of 1,689 students who have attended school for three years under the Unit System and have reached the third year in one or more units, 449 qualified for credit in 21 units requisite for entrance to Normal School or to University. Five hundred and fifty-five others completed Grade XI standing under the old system.

Since a candidate who has passed in any unit of the High School Course cannot in fairness be classed as a failure, it has been found necessary to tabulate the results in a manner different from that used in previous years. The total number of units passed and the total number written indicate the percentage of passes in June, 1926, to be 76.6. This seems to be a satisfactory result, especially in view of the fact that teachers could not be expected to have the Third Year Course thoroughly organized during the first year of its authorization.

The University Matriculation Examination, which in past years has been held in May, was provided originally by the University for students in attendance at affiliated colleges. The High School and University Matriculation Examinations Board upon its organization undertook to continue it. There has ceased to be a necessity for this examination, and with your approval and the consent of all parties to the agreement, the Examinations Board has decided to discontinue this examination after 1926.

It is customary to provide papers for the September Examination in the units of the Third and Fourth Years, thereby affording an opportunity for students who may have failed in June to qualify for admission to Normal School in September. As the time for preparation after the results of the June Examinations are announced is limited, the percentage of passes is invariably low. However, as a result of this examination in 1926, approximately 172 students completed the units necessary for admission to Normal School.

CERTIFICATION OF TEACHERS.

The table following indicates that the major portion of teachers granted Interim Certificates in 1926 were trained in the province. Of 1,048 Interim Certificates granted, 172 only were based on documents obtained outside the province.

As the supply of fully qualified teachers is now equal to the demand, the necessity of granting Provisional Certificates arises in very exceptional cases only. Such certificates are granted as valid for districts where qualified teachers cannot be induced to accept engagement. Thirteen Provisional Certificates were granted in 1926.

TEACHERS' BUREAU.

The Teachers' Bureau renders considerable assistance both to teachers and to school boards. It is very difficult, however, to keep accurate records of the service rendered by this Branch, owing to the fact that in scores of cases districts and teachers having been put in touch with each other through the efforts of the Bureau, do not report as to whether any engagement has been entered into.

DEPARTMENTAL EXAMINATIONS, 1926

EXAMINATION	Number of Candidates	Number Who Passed	Number Granted Conditioned Standing	Total Number of Candidates
MAY—				
University Matriculation	365	*	.....	365
JUNE—				
†Grade VIII	6,712	4,640	.....	.....
First Year	4,386	*	.....	.....
Second Year	3,347	*	.....	.....
Third Year	1,689	*	.....	.....
Fourth Year	585	*	.....	.....
Commercial (First Year)	183	140	.....	.....
Commercial (Second Year)	96	60	23	.....
Commercial (Shorthand)	77	50	19	.....
Commercial (Bookkeeping)	13	8	1	.....
‡Others	1,281	*	.....	18,369
SEPTEMBER—				
Third Year	1,086	*	.....	.....
Fourth Year	427	*	.....	1,513
				<u>20,247</u>

*For the number of successful candidates see the tables arranged by unit.
 †Grade VIII students granted standing on recommendation under Sections 6 and 7 of the Regulations, 1,553.

‡Candidates completing under the old system.

MAY, 1926

UNIT	Number of Candidates	Number Who Passed
Literature 3	59	40
Composition 3	53	26
History 3	49	34
Arithmetic 1	141	55
Algebra 2	165	109
Geometry 2	143	85
Chemistry 1	72	55
Latin 2	4	3
French 2	22	13

JUNE, 1926

UNIT	Number of Candidates	Number Who Passed
Literature 1	4,368	4,065
Literature 2	3,177	2,792
Literature 3	1,929	1,568
Literature 4	759	634
Composition 1	4,436	3,767
Composition 2	3,227	2,780
Composition 3	1,728	1,397
Composition 4	763	583
History of Literature 1	495	459
History 1	5,153	3,803
History 2	3,152	2,233
History 3	1,736	1,231
History 4	710	616
Art 1	2,746	2,270
Art 2	255	158
Arithmetic 1	2,029	1,319
Algebra 1	5,371	4,233
Algebra 2	3,130	2,117
Algebra 3	572	573
Geometry 1	4,813	3,393
Geometry 2	2,635	1,894
Geometry 3	637	455
Trigonometry 1	709	625
General Science 1	4,254	5,088
Physics 1	2,831	1,907
Physics 2	546	382
Agriculture 1	1,884	1,206
Agriculture 2	528	456
Household Economics 1	4	2
Geography 1	1,237	1,201
Chemistry 1	1,692	1,290
Chemistry 2	300	178
Biology 1	39	25
Latin 1	1,212	611
Latin 2	339	282
Latin 3	178	153
French 1	2,955	1,884
French 2	1,298	1,006
French 3	278	251
German 1	34	25
German 2	23	18
German 3	13	11
Greek 1	2	1
Music 1	9	5
Music 2	1	0
Music 3	1	1

SEPTEMBER, 1926

UNITS	Number of Candidates	Number Who Passed
Literature 3	165	111
Literature 4	54	36
Composition 3	151	90
Composition 4	120	49
History of Literature 1	22	16
History 3	237	139
History 4	47	37
Arithmetic 1	319	106
Algebra 2	228	10
Algebra 3	112	49
Geometry 2	246	73
Geometry 3	85	49
Trigonometry 1	33	26
Art 2	30	9
Geography 1	32	25
Agriculture 2	54	27
Chemistry 1	145	38
Chemistry 2	70	18
Physics 2	84	53
Biology 1	7	4
Latin 2	22	10
Latin 3	18	6
French 2	91	32
French 3	19	14
German 2	5	1
German 3	1	0

DIPLOMAS ISSUED

Grade VIII	6,193
High School (Third Year)	*1,004
High School Graduation (Fourth Year)	*395
Senior Commercial	57
Short Course Commercial (Shorthand)	54
Short Course Commercial (Bookkeeping)	11
	<u>7,714</u>

*This includes the following diplomas issued to students who completed their standing under the old system: Grade XI, 555; Grade XII, 85.

EXAMINATION CENTRES

May	3
June	1,912
September	18
	<u>1,933</u>

PROVINCIAL CERTIFICATES GRANTED

	Alberta	Other Prov- inces	British Isles	Totals	Grand Total
(a) Professional Certificates					
Academic Certificates to Alberta Teachers.....	27	.....	.....	27	27
First Class to Alberta Teachers	144	.....	.....	144	144
Second Class to Alberta Teachers.....	285	.....	.....	285	.....
Second Class to Teachers from Saskatche- wan (N.W.T.)	1	.....	.....	1	286
(b) Interim Certificates					
Academic Class to Alberta Teachers.....	13	.....	.....	13	.....
Academic Class to Teachers from British Columbia .....	.....	1	.....	.....	.....
Academic Class to Teachers from Manitoba.....	.....	2	.....	.....	.....
Academic Class to Teachers from Ontario.....	.....	2	.....	.....	.....
Academic Class to Teachers from Quebec.....	.....	1	.....	.....	.....
Academic Class to Teachers from New Brunswick .....	.....	2	.....	.....	.....
Academic Class to Teachers from Nova Scotia .....	.....	2	.....	10	.....
Academic Class to Teachers from Scotland.....	.....	.....	2	2	25
First Class to Alberta Teachers.....	297	.....	.....	297	.....
First Class to Teachers from British Columbia .....	.....	4	.....	.....	.....
First Class to Teachers from Saskatchewan.....	.....	11	.....	.....	.....
First Class to Teachers from Manitoba.....	.....	1	.....	.....	.....
First Class to Teachers from Ontario.....	.....	5	.....	.....	.....
First Class to Teachers from Nova Scotia.....	.....	5	.....	26	323
Second Class to Alberta Teachers.....	485	.....	.....	485	.....
Second Class to Teachers from British Columbia .....	.....	70	.....	.....	.....
Second Class to Teachers from Saskatchewan.....	.....	11	.....	.....	.....
Second Class to Teachers from Manitoba.....	.....	3	.....	.....	.....
Second Class to Teachers from Ontario.....	.....	23	.....	.....	.....
Second Class to Teachers from New Brunswick .....	.....	2	.....	.....	.....
Second Class to Teachers from Nova Scotia.....	.....	7	.....	116	.....
Second Class to Teachers from England.....	.....	.....	4	.....	.....
Second Class to Teachers from Ireland.....	.....	.....	3	7	608
Third Class to Alberta Teachers.....	81	.....	.....	81	.....
Third Class to Teachers from British Columbia .....	.....	1	.....	.....	.....
Third Class to Teachers from Saskatchewan.....	.....	5	.....	.....	.....
Third Class to Teachers from Manitoba.....	.....	2	.....	.....	.....
Third Class to Teachers from New Brunswick.....	.....	1	.....	.....	.....
Third Class to Teachers from Nova Scotia.....	.....	2	.....	11	92
(c) Provisional Certificates					
Provisional Certificates (Permits).....	13	.....	.....	13	13

REPORT OF PROVINCIAL NORMAL SCHOOL, CALGARY

(E. W. COFFIN, *Principal*)

ENROLMENT.

The session of 1925-26 re-opened, after the Christmas holidays, on Tuesday, January 5th. There were two additions to the regular classes, one First Class and one Second, and two withdrawals, both First Class. The Academic Course brought 14 students, one of whom withdrew February 5th to take an industrial position. Two students withdrew from the Second Class before the close of the session. One of these, I regret to report, namely, Miss Hazel Bricker, of Didsbury, died on April 7th after a short illness. Miss Bricker was a promising student and stood high in the esteem of teachers and students. Both staff and students sent messages of sympathy to the bereaved family.

One student of the preceding session whose course had been discontinued through illness, re-entered the First Class March 1st. At the close of the session on June 4th, the total attendance was 431. The numbers recommended for certificates are shown in the accompanying tables.

ATTENDANCE

	First Class			Second Class			Totals		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Regular Course—									
Second Term 1925-26....	39	130	169	63	190	253	102	320	422
First Term 1926-27.....	36	106	142	56	197	253	92	303	395
Academic Course—									
Jan.-June 1926 .....	.....	.....	.....	.....	.....	.....	9	5	14
Short Course—									
Sept.-Dec. 1926 .....	.....	.....	.....	.....	.....	.....	13	21	34
Totals.....	75	236	311	119	387	506	216	649	865

CERTIFICATES OBTAINED

	Academic	First Class Interim	Second Class Interim	Third Class	Failures	Withdrew	Total
Regular Course 1925-26....	.....	154	189	59	16	4	422
Academic Course 1926.....	13	.....	.....	.....	.....	1	14
Short Course 1926.....	.....	6	25	.....	3	.....	34
Totals.....	13	160	214	59	19	5	470

CHANGES IN NORMAL STAFF.

At the end of the session of 1925-26, Miss Dickie obtained leave of absence for the next year, and Mr. H. E. Smith, who had taken the work of the late Mr. Stickle for the session, returned to his post in the Central High School, Calgary. As a teacher and as a colleague, Mr. Smith was most acceptable, and we should have been glad to have him remain with us, but the requirements of the position did not suit his own plans for graduate study as well as did the high school work. We expect to have Miss Dickie back with us after a year, partly of rest and partly of further research work abroad.

To the positions thus made vacant were appointed Miss Christina W. Dyde, M.A., for Miss Dickie's work, and Mr. W. E. Hay, B.A., to succeed Mr. Smith. In both cases this was a return of

old friends, Miss Dyde having been a student here and Mr. Hay for some years Principal of the Normal Practice School. Both have had wide and varied experience in public school work. Miss Dyde is particularly well acquainted with the rural school in the foreign community.

NURSE APPOINTMENT.

In addition to the above an appointment was made, by an arrangement between the Department of Education and Public Health, of a Nurse-Instructor to serve the needs, as required, of both schools. This post was given to Miss Rae Chittick, of Calgary, a graduate of this Normal School, a successful teacher and a graduate of the Johns Hopkins Hospital, Baltimore. Miss Chittick has also had some years' experience in public health work in British Columbia and Saskatchewan. This addition to the staff has been amply justified. Besides giving lectures and demonstrations in Hygiene and First Aid, assisting in the medical examinations of students, and attending to daily emergencies among students, Miss Chittick keeps in close touch with absentees, and in cases of illness follows up her enquiries with visits wherever necessary. She also assists Miss Goldie in the direction of preparation and serving of the noon lunch to practice school pupils. Miss Chittick began her work here on October 4th. She spent the week beginning November 22nd at Camrose, and will be there for two weeks again, probably in March.

OBSERVATION AND PRACTICE 1926-27.

The same general routine of observation and practice was followed during the Fall term of the session of 1926-27, as during the preceding year. This new session opened on September 21st with an attendance not far behind that of 1925. The final registration was as follows: First Class 142, Second Class 253, Short Course 34, Total 429. Three students withdrew during the session and one at Christmas. This enrolment was divided into eleven classes, and beginning November 10th two classes at a time spent two consecutive half days, forenoons and afternoons alternately, in observation and practice in our 26 rooms, while six spent two full days in the three rural rooms. This continued until December 16th, four days a week. While this plan provides an easy approach to practice and serves also to keep every student more fully employed, it leaves too many still under instruction in Normal School classes to allow instructors to follow up this practice teaching. The only alternative, with the present limited number of school rooms for this work, is to send out larger groups at a time, and to this there are at least two objections: first, the lack of seating space in many of the rooms, and second, that only four or five of the group can get teaching assignments, the rest remaining idle except, possibly, for the taking of notes. Large groups, too, are of course more of a disturbance to the schools. This alternative, however, will probably have to be adopted, at least in part, and the schedule of practice during the second term of the session will make it possible, it is hoped, for every student to teach at least one practice lesson in the presence of an instructor.

The Normal School staff at present consists of nine permanent full-time instructors, one of whom is this year on leave of absence, three temporary full-time, one part-time, and one full-time under the Federal Department of Militia. With an attendance of 425, there results an average teaching unit of 33.5, and with an average of 22 teaching periods per week, there is a total, in what are usually called student hours, of 737 per instructor per week. With individual and group conferences, participation in or supervision of student activities, ordinary preparation of class work, and reading of assigned reports, essays, and examination papers, both regular and supplemental, an instructor has no difficulty in finding his or her time fully occupied, not to speak of the need of keeping somewhat in the wake of educational progress through reading. Educational research and experiment are almost out of range of possibility. And yet a Provincial Normal School ought to be a centre of educational enquiry and outlook, and not merely a piece of educational mechanism for the supply of current needs. The western provinces appear to be unique in their attempt to give professional training to such large numbers in the course of one eight months' session. We are looking forward hopefully to the time when increase of population, diversification of employment and fuller appreciation throughout the province of the importance of education according to individual gifts and needs, will create more openings for varied types of teachers, including vocational, and will make the teacher's work attractive enough to become a life calling. For only under such conditions can we expect any large degree of success with a system of successive and progressive short courses leading ultimately to at least a full two years' course for permanent qualification.

REPORT OF PROVINCIAL NORMAL SCHOOL, CAMROSE

(A. E. TORRIE, *Principal*)

The statistics in connection with the enrolment are as follows:

ATTENDANCE			
	First Class	Second Class	Totals
Second Term 1925-26—			
Men	44	47	91
Women	53	160	213
Total.....	97	207	304
First Term 1926-27—			
Men	28	53	81
Women	61	156	217
Total.....	89	209	298

A very large number of our students are direct from high school, and the average age is thus quite low compared with the average age of classes some years ago. This condition makes it very desirable that a close contact be maintained between the students and the staff, but the very large numbers make this practically impossible, though the relations between students and staff are uniformly good.

Members of the Practice School staff co-operate splendidly in the work in their classrooms and the students have an opportunity

of seeing classrooms conducted in a very efficient manner. The even more important feature of actually working with classes themselves has, of necessity, a limit far short of what is desirable.

Of the First Class of 1925-26 class, 49 passed without conditions, of whom 5 received Honours (over 75% on Practice Teaching and in every subject); 41 were conditioned (under 50%) in one or more subjects; and 2 failed. Of the Second Class, 59 passed without conditions, of whom 6 obtained Honours; 112 were conditioned in one or more subjects, and 27 failed. Three withdrew. The failures were in many cases caused by weaknesses in their elementary school work—poor writing, poor spelling and inaccurate work in arithmetic, and in the use of English.

The staff took the usual share in Examination and Summer School work during July and August. Mr. Sansom received leave of absence for a year to carry on work at Chicago University. His place has been temporarily filled by a rearrangement of the duties of other members of the staff, and the engagement of Miss Hopkins, while Miss Cole, the Librarian, takes a period a week with each class in Art. We regret that Miss Hastie has been compelled on account of ill-health to ask for leave of absence for the first part of 1927. Mrs. Hoyt, formerly of the Edmonton School staff, has been engaged to fill her place.

Miss Orr, of the Practice School staff, is on exchange in Hull, England. Miss Canham, a teacher of splendid qualities and experience from Hull, is filling her place here.

There is little of an outstanding nature to report. The statistical reports show that the numbers of young people desiring to attend, or at least being sent on to, Normal Schools in Alberta is not likely to show a decrease in the near future. This condition presents a problem to be solved if adequate facilities are to be provided for the practical side of the work of teacher-training.

REPORT OF THE CHIEF INSPECTOR OF SCHOOLS

(G. W. GORMAN)

Herein you will find embodied a consolidation of the annual literary and statistical reports submitted by the several school inspectors for the province. An effort has been made to select those extracts which have significant relation to problems associated with our present educational effort. These comments are interesting in that they show the effect of local conditions; valuable in that they reveal the results of new legislation and changed procedure; and suggestive in that they frequently indicate the lines along which advancement and progress may be sought.

THE ALBERTA INSPECTORAL SYSTEM.

Under our inspection system the Government makes all appointments to the staff, pays the salaries and maintenance involved, prescribes the powers of inspectors in the law, and fixes their duties and responsibilities by regulation. The work of inspection is

directed and checked by officials of the Department of Education. The inspectors are therefore the representatives of the Department of Education in their respective fields. Having intimate knowledge of needs and conditions they are in a position to advise the government, with regard to necessary adjustments in the law and in general policy, to meet new and changing conditions. Upon the inspector rests the further responsibility of giving practical effect to the educational policy of the government as set forth in the school law and the regulations.

QUALIFICATIONS OF INSPECTORS.

All the members of the present staff are graduates of universities of recognized standing, and have had professional training for the work of teaching. They have had, in addition, extended and successful teaching experience in schools of various types in the province. Appointments to the staff are provisional, and are made permanent at the discretion of the Minister after two years of service.

NUMBER OF INSPECTORS.

The number of inspectors remains at twenty-six, as at the close of the previous year; twenty-five being assigned to inspection of the elementary, *i.e.*, the public school grades, while one inspector confines his whole time and attention to the inspection and supervision of the work of the secondary schools, *i.e.*, the High School grades.

PERSONNEL OF THE INSPECTION STAFF.

The personnel of the inspection staff remains the same as at the close of 1925, and no changes have been made, in recent years, in the location of its members. This has tended to bring better understanding and more continuity into the service.

The several inspectorial divisions vary in size and in the number of districts, the variations depending upon local conditions, roads, railway facilities, natural boundaries, and more particularly upon the nature of the administrative and supervisory problems obtaining. The Lamont and Vegreville divisions embrace a very large non-English-speaking population, and there is still need for a very close kind of supervision and direction in the majority of the school districts. For this reason the number of districts has not been allowed to exceed one hundred. Pioneer conditions and difficulty of travel account for the assignment of fewer than the average number of districts to the inspectors in charge of such divisions as Onoway and Peace River. On the other hand, in older and better settled areas, such as Camrose, High River and Calgary, inspectors have been allotted heavy tasks in the way of a much larger number of class rooms to be supervised.

While the average number of school districts assigned to inspectors is 131, the average number of rooms under their jurisdiction is 157.

Information as to inspectorial divisions, inspectors, number of districts, and number of rooms assigned is given in the following table.

Inspectorate	Inspector	Number of Districts	Number of rooms in opera- tion
Bassano	J. F. Boyce, B.A.	164	169
Calgary	F. G. Buchanan, M.A.	131	162
Camrose	J. W. Russell, B.A.	167	210
Coronation	J. C. Butchart, B.A.	143	153
Edmonton	J. A. Fife, B.A., M.Sc.	121	150
Foremost	J. Scofield, B.A.	137	143
Hanna	G. K. Haverstock, B.A.	152	175
High River	J. A. Macgregor, B.A.	135	169
Lamont	G. S. Lord, M.A.	97	149
Lethbridge	J. Morgan, B.A.	119	216
Medicine Hat	F. S. Carr, B.A.	143	191
Macleod	C. C. Bremner, M.A.	118	181
Olds	R. H. Liggett, B.A.	126	146
Onoway	J. H. Hutchison, B.A.	111	107
Oyen	F. L. Aylesworth, B.A.	147	153
Peace River	L. B. Yule, B.A.	126	129
Red Deer	A. R. Gibson, M.A.	131	163
Stettler	P. H. Thibaudeau, B.A.	130	172
St. Paul	X. P. Crispo, B.A.	121	110
Trochu	W. J. McLean, B.A.	123	154
Vegreville	O. Williams, B.A.	102	135
Vermilion	H. R. Parker, B.A.	134	148
Wainwright	M. O. Nelson, B.A.	126	126
Westlock	J. J. LeBlanc, B.A.	137	148
Wetaskiwin	E. L. Fuller, B.A.	131	153

WORK OF THE YEAR.

Our statistical returns indicate that the inspectors carried out 5,380 inspections during 1926, as follows: 3,470 rooms were inspected once, while 955 received two visits.

This statement includes all inspections made in the cities of Edmonton and Calgary, together with other casual inspections made in connection with High School work, Private, and Indian schools. In this connection it is well to note that the statement of rooms in operation as given in the foregoing table does not include such rooms as have just been mentioned, although the table does detail all of the public school rooms which are under the direct jurisdiction of our inspectors.

It must be stated that our statistical returns indicate, also, that there were 221 rural class rooms which failed to receive an inspection during the year 1926. There are a number of satisfactory reasons for our failure in this regard. Some of the outlying schools were not open when the inspectors made their regular visit to the neighborhood and unfavourable weather later in the year prevented a return. Not infrequently the inspector finds the school closed owing to sickness, or on account of the observation of church holidays, and the time at his disposal does not permit of a return visit. However carefully an inspector plans his work it is impossible to insure that every school is examined once in each year unless it be at very great cost of time and consequent loss in supervision to other schools.

To sum it all up, it is possible to say that, but for the comparatively few instances in which uncontrollable circumstances interfered, all rural schools in the province had one inspection during the year, and 24.5 per cent. had two inspections.

While we cannot, with the present inspection force, guarantee one inspection to each and every school in each calendar year, we should, in present circumstances, be able to prevent the lapse of more than one year between successive inspections of any one school.

INSPECTION OF CITY SCHOOLS.

Before the reduction in the inspection force, which occurred in 1923, it was the policy of the Department to have the inspection of the city schools carried out by resident city inspectors, two in each of the large centres, Calgary and Edmonton, while the rural areas associated with other large centres, such as Lethbridge and Medicine Hat, were curtailed in order to free the inspector located at these points for more intensive work in these cities. With the reduction of the force this practice was discontinued. For the past three years a large number of inspectors have been employed, during the months of January and February, to inspect and report upon the work being done in the elementary grades of the four city systems. Following a similar policy, certain members of the public school inspection staff, who possess the necessary equipment and experience for the work, are employed to assist the High School Inspector in his examination of the High School rooms of these four same cities. Through these adjustments it has been possible to keep in touch with the work being done in the cities and provide a kind of inspection service for these communities which has been generally received with favor. The practice has some distinct advantages. Inspectors whose regular work is confined to rural areas appreciate and profit by the examination of the teaching and the results which are being achieved in the more highly organized systems peculiar to the cities.

DUTIES OF INSPECTORS.

The duties of our inspectors may be said to be fourfold in character, embracing: inspectoral, supervisory, administrative, and executive functions. In a concise way these duties may be set out under the following heads:

- (1) Inspection of schools; reporting upon efficiency of instruction, progress of pupils, capacity of the teachers, and upon all conditions affecting these matters.
- (2) Supervision of class-room instruction, grading of pupils, promotions.
- (3) Setting up standards and stimulating progress in the schools, through conventions and institutes of teachers.
- (4) Organization of new districts; boundary adjustments.
- (5) Assistance with financing and administration of schools.
- (6) Securing regular operation of schools; enforcement of The Attendance Act.
- (7) Functioning as Official Trustee.
- (8) Directing School Fairs, Conventions, and similar activities.

SUPERVISION OF CLASSROOM INSTRUCTION.

Actual classroom inspection, which is the professional and technical part of his work, is the most important function which the inspector has to perform. He must be assured that schools are well organized, that sound methods of instruction are employed, and that the prescribed course of studies is being followed. In addition he must determine the standing of the classes and the progress that has been made between successive inspections. The results of his inspection are set forth in a comprehensive report, copies of which are sent to the teacher, the school board, and the Department of Education. This report serves as a guide and stimulus to the teacher, and as a record of the progress of the school and ability of the teacher, to the boards and Department. The inspectors' annual reports indicate that the present practice in issuing these reports is working to advantage in all parts of the province.

There is no doubt that the improvement in the quality of instruction given by experienced teachers, which was reported last year, continues to increase. Academic and professional standing is higher than ever before. There are practically no untrained teachers now employed in the province. Teachers are earnest and enthusiastic, and anxious, in many cases, to improve their professional standing by taking advantage of the courses offered in the Summer School and by taking correspondence classes. Approximately 7% were graded "Excellent", 62% "Good", 28% "Fairly Good", 2% "Fair", and 1% "Weak."

On the other hand a majority of the inspectors agree that the young, inexperienced teachers, just out of Normal School, are generally lacking in some of the training which makes for success in an ungraded school. With few exceptions they are devoted and interested in their work, but they lack the ability and training needed to organize the work of a school of several grades. In the technique of teaching, too, there is an indication that their practice-teaching in the training centres may not have been supervised to the best advantage. Figuratively speaking, the case of these recruits to the service seems to be that of enthusiasm versus inexperience. Some of the inspectors have made suggestions which might help to fortify the young teachers to attack with greater success the problems of organization which are prominent in and peculiar to the ungraded school. One of these suggestions, which would appear to have considerable merit, might be reiterated here: "The Normal School student might be given the opportunity of spending some time observing and, possibly, assisting some rural teacher of recognized ability." Another inspector, with reference to the difficulty which young teachers experience in rural schools, says: "This may be overcome by demanding a month's observation in accredited rural schools from all Normal students, either during training period or following the examinations. The rural schools of Alberta would benefit from such a plan." Still another inspector suggests that fifty per cent. of the practice teaching done while in the Normal School should be in ungraded rooms.

Physical conditions affecting the teachers in the rural districts show, if anything, an improvement. In the New Canadian settlements, where boarding places have been difficult to obtain, residences of approved types have been provided. Salaries remained fairly constant: \$1,000, or a little better, being the average salary in the rural districts.

"Progress, however, in the small schools of the outlying districts can not be considered satisfactory. Since these schools can not open before the middle of the first term, experienced teachers can not be secured. Here, then, are pupils who have lost much ground during the long interval and an inexperienced teacher who can not meet the problem as it should be met. It is unfortunate, but apparently unavoidable under the present system, that such pupils should be doubly handicapped.

"The majority of Normal School graduates are entirely unfamiliar with the conditions that apply in a rural school. The number of classes, which demands a judicious distribution of the teacher's efforts and an organization of work and classes that contributes to economy of time, presents a problem that these graduates are not well trained to meet. A phase of the training course that would establish a fuller appreciation of these difficulties would prove very valuable."

(INSPECTOR L. B. YULE, Peace River.)

"The increased number of qualified teachers available has done much towards raising the general tone of the schools. In previous years the districts considered themselves fortunate in being able to obtain the services of a qualified teacher, even though in most cases these teachers were inexperienced; but at present there is a tendency on the part of teachers to remain longer in each district; and the teachers obtainable have, to a good extent, previous experience."

(INSPECTOR X. P. CRISPO, St. Paul.)

"The academic and professional equipments of the teachers employed in the inspectorate are gradually improving, as is indicated by the following classifications:

(a) Academic with University degree	7
(b) First Class Certificate	54
(c) Second Class Certificate	138
(d) Third Class Certificate	3
(e) Permits	0

"There is, in general, a very commendable effort made by the teachers to give effective service, but the young teacher, fresh from the Normal School, finds herself poorly equipped for undertaking the organization and management of a large ungraded school. It is unfortunate that little or no provision is made in our Normal Schools for practice in this very essential part of a rural teacher's work.

"With regard to the work done in particular subjects, I have found that only a very few teachers are doing good work in Agriculture. Very little experimental work is done and there is no suitable text-book on the subject.

"Arithmetic in the elementary grades is receiving more effective drill.

"Formal writing does not receive the attention which the importance of the subject demands; but there is a very considerable improvement in the neatness of the composition exercises and the Arithmetic work books.

"Oral composition in the lower grades is neglected in many of the larger schools.

"The salaries paid the teachers during the year have remained fairly stable.

"The lowest salary paid was \$780 and the highest was \$1,450. The average salary, \$1,047.00."

(INSPECTOR J. A. FIFE, Edmonton.)

"Thirty-nine teachers, out of a total of one hundred and eighty-four inspected, had teaching experience of less than one year. Sixteen of these were graduates of the Normal School session of 1925-26, and when visited had been teaching for a period of three weeks to two months. These recent graduates are generally found wanting in ability to effectively manage a complex grade system; in ability to conduct profitable seat industry; and in establishing proper co-ordination between the lessons presented and the prescribed outline in a grade subject. This weakness may be attributed to the very nature of the organization for practice teaching at both of the Normal Schools, where the students manage a single grade and are required to present a single lesson, without being called upon to direct pupils at their seats or again to relate a single topic to the grade work as a whole. In method and the selection of material these young teachers give a good account of themselves.

"Due attention is given to Reading, Arithmetic and Composition. The best results in Written Composition are obtained in schools where the writing paper is provided and special books are kept for this purpose. The work in Nature Study and Agriculture is not sufficiently practical, and too much emphasis is placed on the mere memorization of notes in comparison with the need for stimulating the powers of observation of the child and establishing close contact with the natural life and phenomena in the community. Citizenship teaching has been strengthened by the introduction of the new text book.

"For the first time in my term of service in the field it was not necessary to issue a single permit during the year. Ten teachers held Third Class Certificates, and four others had Letters of Authority. The latter group represented graduates of the Normal Schools who had been conditioned in some subject of the course through failure at the final examination and had been granted the privilege of taking charge of a school until the first opportunity of rewriting these tests should present itself."

(INSPECTOR J. J. LEBLANC, Westlock.)

"The teachers of short experience are generally enthusiastic and energetic in their work. The chief weakness of teachers fresh from Normal School is inability to construct and follow a balanced time-table. There is a general tendency to devote too much time to reading and dictating notes on nature subjects and to map drawing. On the other hand, the importance of primary reading is under-estimated and too little time spent thereon."

(INSPECTOR H. R. PARKER, Vermilion.)

"Teachers in the ungraded schools experienced more difficulty in coping with the mass of material specified in the course of studies. Experienced teachers have been more or less successful in combining grades, and correlating the various sections of subjects.

"Twenty-three Normal School graduates were placed in schools this year. Most of them had the ability to teach a fairly good lesson, but they lacked the skill to organize the work of the school as a whole. They had no ingenuity in planning profitable seat work, especially for the junior grades; what assignments were given were often mechanical and failed in their objectives. The arrangement of classes for recitation periods received very little attention, and the confusion resulting was annoying to the rest of the students.

"Many recent acquisitions to the ranks of the teaching profession received their academic training in town and city schools. They lacked the knowledge of conditions affecting rural schools, hence they have no conception of the organization of a rural school.

"This may be overcome by demanding a month's observation in accredited rural schools from all Normal students, either during training or following the examinations. The rural schools of Alberta will benefit from such a plan.

"No attempts have been made to lower the salaries of teachers; where efficient service has been given the trustees have been quick to recognize it with substantial increases.

"Desirable residences are replacing the shacks of former days, thus making schools with residences very desirable. With the exception of twenty-seven, all the districts in this inspectorate have fairly commodious teacherages."

(INSPECTOR O. WILLIAMS, Vegreville.)

"Every teacher employed in the inspectorate during the year held a valid license. The fact that this was true also in 1925 makes it apparent that one of the administrative aims has been accomplished."

(INSPECTOR G. S. LORD, Lamont.)

"The equipment, both academic and professional, of the teachers of this inspectorate showed a further improvement during the year 1926. This improvement has been effected in two ways. There has been an increase in the number of those holding the higher grades of certificates and a decrease in those holding the lower.

"I am of the opinion that the greatest need of our teachers today is higher scholarship. Notwithstanding the amelioration in conditions much more may reasonably be expected. Too often in the course of my inspection have I observed lessons which were weak, and failed in their purpose, solely because the teacher did not have the command of his subject-matter or the breadth of scholarship necessary for the giving of effective instruction.

"As regards the teaching of particular subjects, I found the greatest deficiency during the year in Rapid Calculation and Silent Reading. Not enough attention is being given in the majority of schools to securing rapidity and accuracy in the four fundamental operations. As a consequence, there is an adverse effect on the general results which are being secured in Arithmetic. In spite of the emphasis which is laid in the Course of Study on Silent Reading, few teachers realize the increasing importance of this subject and still fewer have developed any practical or efficient method of handling it."

(INSPECTOR E. L. FULLER, Wetaskiwin.)

"As a point of interest it might be noted that the fall term saw in this inspectorate twenty-six beginners starting out in their first school. In the main these untried teachers brought initiative and sincere endeavour to bear upon their many schoolroom problems, and gave a fairly good type of service. Their grading ran from fairly good to good. In two or three cases, however, these inexperienced teachers took schools too heavy for them, and they found the work pretty difficult."

(INSPECTOR M. O. NELSON, Wainwright.)

"An analysis of my reports for the past year reveals the fact that, while only three teachers were graded as doing work which was not satisfactory, there was an increase in the number graded as "fairly good." As a matter of fact, thirty-eight, or one-third, were graded thus. I believe that this is too large a percentage of "fairly good" gradings; at least it is considerably larger than in previous years. I have gone over all the reports of teachers who were graded less than "good" in 1926 and have tabulated the faults for which their gradings were reduced. It may be of interest and value to have a record of these, and I reproduce them with the number of cases in which each fault was observed, set opposite it. Most of the reports read for this purpose disclosed more than one fault:

Poor organization (time-table, seatwork, etc.).....	25
Poor technique of question and answer	20
Poor control (restlessness, tactics)	13
Neglect of juniors (allied with organization)	10
Use of faulty English	8
Continual repetition of answers	7
Poor supervision of exercise books	6
Poor use of blackboard	5
Lack of vigour and spirit	4
Reliance on text-book in presentation	4
Lack of preparation	4
Querulousness and nagging	3

Poor method in spelling	3
Neglect of certain subjects	3
Poor application of phonics	2
Untidiness	2
Poor method in arithmetic	2

"The fact that five out of the first six weaknesses noted above are weaknesses which should be eliminated by Normal training, would indicate that the Normal Schools are not dealing with such weaknesses adequately. The obvious remedy would be greater concentration in our teacher-training centres on organization and the technique of teaching. Failing that, some return to the old-fashioned pupil-teacher method of teacher-training would meet the difficulty. If that cannot be done then there is another possible solution: the Normal School student might be given the opportunity of spending some time observing and, possibly, assisting some rural teacher of recognized ability.

"The report forms in use continue to be regarded of good service. They provide the teacher, the school board, the department of education and the inspector with a record of work covered by the teacher, classes tested by the inspector, general standing and progress, the condition of the exercise work, the teacher's professional equipment, her personal qualities, her powers of administration, her technique in teaching and the general results obtained. There is space on them also for criticisms and suggestions for improvement. Thus, the teacher can keep by her a permanent record, and, as years go by, a series of records of her performances, which will be useful to herself as means of improvement and to school boards as bases for engagement or dismissal. The department, too, has the same record at its disposal, and the inspector can refer back to his copies as he visits a teacher term by term."

(INSPECTOR A. R. GIBSON, Red Deer.)

"Notwithstanding, there is no question whatsoever in my mind but that the experienced teacher, granting that other things are equal, is infinitely superior to the recent Normal School graduates. The Normal School graduates for some reason or other appear to be decidedly weak, especially so in organizing power and perspective. Their range of vision extends from nine o'clock to four, and very rarely beyond it, sometimes not even that far. The majority of them are conscientious and honest in their intentions; some of them work hard enough in their own way, and yet the results attained are frequently unsatisfactory. This is largely due to inability to bring into effect an organization that will function economically, intelligently, and purposefully, in all school activities not only throughout the day, but from the beginning of the term unto its close."

(INSPECTOR J. H. HUTCHISON, Onoway.)

"These new graduates, as a rule, do fairly good work in the lighter schools, but only a few handle the heavy schools with any marked degree of success. The two chief elements of weakness are the inability to organize the school generally in the most efficient way and in their failure to realize the amount of drill that is absolutely necessary. Speaking generally, the young teacher seems to need at least a year's experience to realize the difficulties and work out these two problems to a satisfactory conclusion.

"Of Agriculture I would hesitate to say that a subject dealing with the most vital and fundamental industry of the province should be removed from the Public School. At the same time, when one sees the desultory attacks that are made on the subject by young teachers, and the inaccurate and disconnected nature of the information imparted, he is led to wonder just what is the sum total of the benefit derived by the children."

(INSPECTOR R. H. LIGGETT, Olds.)

"The question arises as to the general equipment of our teachers and their ability to give instruction, that is to mean anything, in this higher work, also their skill to render valuable services to the public school pupil proper, which is, after all, the main purpose of the rural schools.

"Twenty per cent. of the teachers in charge of schools during the year were beginners, and, as is to be expected, these are by no means qualified to accomplish as much as the experienced teacher, other qualities being equal. Some beginners secure positions in heavy and difficult schools and results are far from being satisfactory, consequently it is well to regulate the placing of teachers if the interests of the community and the teacher are to be served. It is also necessary that the school of the beginner be inspected during the first term, and as early in the term as possible, as a number fail to interpret the Course of Study properly, and to get at the right work promptly."

(INSPECTOR W. J. McLEAN, Trochu.)

"With but few exceptions the teachers whose work was inspected were devoting themselves with sincerity and industry to their duties in the classroom. As practically all rural schools operated for the yearly term and were in charge of qualified teachers, pupils in the great majority of these schools were making good progress. In the quality of their work, in the thoroughness and extent of their knowledge, and in their capacity to give attention and to apply themselves both independently and under direction, they have reached satisfactory standards of attainment."

(INSPECTOR F. G. BUCHANAN, Calgary.)

"My observations are that the quality of the instruction being given is steadily improving; due largely to two factors, first, that the equipment of teachers in charge is gradually assuming a higher standard, and secondly, a less frequent changing of teachers, as compared to that of a few years ago, when there was quite a general change at the end of each term. None but duly qualified and professionally trained teachers were employed, which is in striking contrast to existing conditions a few years back when a large number of those in charge of schools were the so-called "permit teachers," who had no professional training."

(INSPECTOR J. A. MACGREGOR, High River.)

"In the majority of cases I have found the teachers well equipped. They show evidence of having received a good training, and of having profited by it. With few exceptions they realize the responsibilities of their position, and are devoting themselves faithfully to the solution of the problems confronting them. Interest in the work and the pupils is general. Frequently I find that they have been availing themselves of the Summer School to improve both professionally and academically. I receive many inquiries about correspondence courses, and not a few are endeavouring to secure a higher certificate.

"The five point scale for grading is good and forms an invaluable guide for interpreting the report. Giving the teacher a definite grading is a great incentive to her to do better work, and attain a higher standing. Some of the teachers here are redoubling their efforts in order to reach "Excellent."

(INSPECTOR C. C. BREMNER, Macleod.)

"All teachers were fully qualified and for the most part did a good type of work. The young inexperienced teacher found her greatest difficulty in organizing the different subjects of the Course of Study and fitting them into the work of a rural school with eight grades. Fresh from Normal School, where each instructor stressed his or her subject, and rightly so, the young teacher in a rural school was at a loss to plan her work so as to stress the essential subjects. In such cases the Inspector was able to render a real service to both teacher and pupils, but under present conditions part of the field, at least, could not be supervised both Spring and Fall. While the work in the rural schools has improved, there are still weaknesses and much unsatisfactory work. Lack of proper organization and clear and definite purposes in teaching too often make for inefficient work. We are making some progress, but our rural schools cannot be greatly improved without more time for their adequate supervision.

"In class teaching effective work is being done in Arithmetic, Geography and History. The standard of work in Composition is improving. In the lower grades Oral Composition gives the pupil an opportunity to

express ideas and feelings. Grammar is being more closely correlated with Composition. Nature Study and Agriculture require more definite and intelligent methods. Art, Music and Physical Drill are well taught in all graded schools and a few rural schools.

(INSPECTOR G. K. HAVERSTOCK, Hanna.)

"As a result of an ample supply of qualified teachers, some of whom have experience, and steadying influence of teachers remaining for some time in the same school, the quality of the instruction is, on the whole, gradually improving. This improvement is more noticeable in the schools where an experienced teacher remains more than one year in the same position. In some instances where there was an immature and inexperienced teacher the quality of the instruction was rather poor. The main difficulty with most teachers in their first school is the apparent lack of ability to organize the work, failure to use the blackboard in providing seat work for the classes and the consequent lack of order, listlessness, or poor preparation of lessons. The difficulty next in order of importance is a lack of definite knowledge of a simple, clear-cut, progressive method of teaching the first elements of reading to beginners.

"The cessation of the grant for library purposes and the failure of boards of trustees in village, town, and consolidated districts to provide additional volumes for the school library has produced the result of practically all the books formerly provided being worn out."

(INSPECTOR J. F. BOYCE, Bassano.)

"A gratifying feature of the staff of teachers of the Oyen Inspectorate during 1926 was the increased number of young male teachers employed. Thirty-one young men taught in the schools of this inspectorate during the year.

"There is no doubt whatever that the inspectors' reports on the teachers' work, and the grading of them as to efficiency, are playing a greater part in establishing the professional status of the teacher than ever before in Alberta. The teachers themselves are attaching greater importance to the inspectors' grading than they formerly did."

(INSPECTOR F. L. AYLESWORTH, Oyen.)

"In the inspectorate is a small body of teachers who find conditions here to their liking and work here from year to year. Unfortunately this body of teachers is all too small in number; the great body of teachers here lack experience. It is found that actual teaching experience is very necessary in order that a teacher use the school time to best advantage; no amount of theoretical knowledge will take the place of actual work in the school room.

"In general those employed in the schools recognize their responsibilities—the course is studied and is followed well; adjustments are made where needed in that particular school. I find among the teachers an earnest spirit of co-operation, not only with this office, but also among themselves. An important phase of this spirit manifests itself in the organization and use of a library under the supervision of the executive of the convention organization. Books from this library travel to all parts of the inspectorate for the use of the teachers. There is also an increase in the use of records showing the organization of the work to be done by the teacher. It is the usual thing to find in the school a record of the work done each day."

(INSPECTOR F. S. CARR, Medicine Hat.)

"In practically every instance the academic qualifications of the teachers would have warranted the grading "Good", but the success of many is limited because of inability to organize the work, or the routine of the class-room, or because of the teacher's attitude toward the work of those directly affected by it. Numbers of these teachers have had a very limited experience in rural schools even as pupils, and if fifty per cent. of their practice teaching could be done in this type of school during their Normal School course, the experience gained would be invaluable from a pedagogical standpoint.

"As the grading of the teachers' work indicates, class-room instruction is generally satisfactory. English subjects and Arithmetic continue to be well taught, and the new texts in Hygiene, Geography, and Civics have been well received by both teachers and pupils, and the work in these subjects is being carried on with increased pleasure and precision. Teachers have been used to texts in History that treat the events chronologically, and as the new Canadian History text deals with the subject according to topics, it is not yet greatly in favor with some teachers. The text is a modern one, however, and will become more popular as the teachers become better acquainted with it and its treatment of the subject."

(INSPECTOR J. SCOFFIELD, Foremost.)

OPERATION OF SCHOOLS.

While class-room supervision is at all times the most important function of the inspector, the duties of securing operation in all of his schools is always a primary consideration. The inspectors' reports indicate that there was a greater readiness on the part of boards to open at earlier dates and a very decided tendency towards longer operation throughout the year. The statistical reports of the department bear this out: in 1925 the average number of days of operation throughout all the schools was 184.71, while in 1926 it increased to 187.65.

One of the chief influences contributing to this improvement was undoubtedly the amendment to the School Grants Act by which districts with total assessments under \$75,000 received additional assistance. This additional assistance affected not only ordinary rural districts, but some thirty two-room schools which are a heavy burden on the ratepayers.

The inspectors still report that there is a marked tendency for boards to keep their schools closed during the first two or three months of the year. Various excuses are given for this, but a strong effort is being made to prevent the practice.

"The greatest difficulty has always been experienced in the sparsely settled and undeveloped outlying districts. This problem was formerly met by Special Grants recommended by the inspector. This method caused much uncertainty and delay on the part of School Boards in planning the operation of their schools.

"The amendment to the School Grants Act in 1926, setting out a scale of extra grants, graduated in accordance with the assessment, afforded much relief to the weaker districts. As soon as possible all districts affected were advised by circular letter, boards were thus enabled to make definite plans, and in the majority of cases efforts to secure teachers were made immediately."

(INSPECTOR L. B. YULE, Peace River.)

"It may be safely said that no school within the inspectorate is now remaining closed because of inability to finance for at least eight months of the year. The amendment to the Grants Act whereby it became possible for a district with an assessment ranging between \$10,000 and \$75,000 to earn additional grant has been a boon to many of the poorer districts. It is working out exceptionally well; the sliding scale of apportionment adequately meets all requirements.

"There are schools that are closed, but not for financial reasons. Where the enrolment is small, the weather cold and stormy, the roads bad, and the distances the children have to travel far, attendance in the winter months falls to a minimum, and frequently entirely disappears. We have a number of schools that have never yet operated during the winter months. The parents are interested in the education of their

children, and send them regularly when the weather is suitable, but they do not and will not send them when there is danger of them being frozen to death on the road. These schools will all open in the Spring and operate for eight months, the attendance too will be voluntary and regular."

(INSPECTOR J. H. HUTCHISON, Onoway.)

"Two school districts did not operate during the year through lack of adequate school population, while six other units made provisions for the education of their children of school age as provided for under Section 208 of the School Act. This system of partial consolidation works out economically and advantageously in districts with a light school population and particularly where an average of five could not well be maintained at the local school."

(INSPECTOR J. J. LeBLANC, Westlock.)

"During the year nine schools were found closed for church holidays, other than those stipulated in the School Act. All such holidays should be authorized by the Minister and registered in the Act, so as not to interfere with the regular work of inspection. On an average, two such holidays were observed in each month during the year."

(INSPECTOR O. WILLIAMS, Vegreville.)

"In nearly every case the schools operated from 180 to 200 days during the year. This is a decided improvement. Constant pressure has been applied to bring about this result. One of the chief obstacles has been the habit of opening school late in the winter term and operating through the summer. It is not so easy to secure a teacher at the late opening as it would be in January. Moreover, pupils need a month of vacation, at least, during the hot weather.

"A few districts with a second room have wished to remain closed for a time as have also some one-room schools. It would have been difficult to deal with these situations except for the provisions respecting supplementary grants made by the Legislature last spring. These grants have corrected what has been a very unfair situation, and greatly assisted pioneer districts to operate their schools."

(INSPECTOR G. S. LORD, Lamont.)

"So far as the Wetaskiwin division goes, operation of schools was never better than it was during the past year. Improved economic conditions, increased development of outlying areas, and more settlement in older districts have all contributed to bring about this very gratifying result. The greatest contributing factor, however, has been the recent amendment to the School Grants Act, which made liberal provision in the way of special assistance for those districts which, having a total assessment of less than \$75,000, were comparatively weak and regularly experienced difficulty in their financing."

(INSPECTOR E. L. FULLER, Wetaskiwin.)

"In December, 1925, I sent out the prescribed circular regarding operation to all my rural school districts, inviting special attention to the item in the questionnaire referring to the date of re-opening in 1926, and where possible I telephoned to the trustees urging a more speedy opening. I must admit that the results of these efforts were rather meagre. I note a tendency to keep schools closed during January, or January and February, and in proof of this my records show that of the one hundred and ten ungraded schools operating under teachers in 1926, twelve opened school on February 1st, and seven on March 1st."

(INSPECTOR M. O. NELSON, Wainwright.)

"The improvement in operation can be best seen from this table.

Year.	S.D.	Rooms	Not Operating.				
			Jan.	Feb.	March	April	May
1921	87	107	22	15	11	3	0
1922	88	111	11	5	2	0	0
1923	95	124	13	11	4	2	0
1924	173	219	21	14	7	3	0
1925	131	171	9	2	0	0	0
1926	131	172	6	1	0	0	0

(INSPECTOR P. H. THIBAUDEAU, Stettler.)

"There was absolutely no difficulty in securing regular ten-month operation in the well settled parts of the division. The abundance of teachers relieved boards of what, a few years ago, was a real trouble.

"There are still some thirteen districts lying on the outskirts of the Red Deer inspectorate which are unable, for financial reasons, to give this regular ten-month service. Sparse settlement, poor land, distant markets, low total assessments, and poor crops sum up the reasons for this. But I am glad to be able to report that every one of the districts did operate in 1926 for periods varying from five to nine months.

"Whereas some years ago I found it necessary to bring much pressure to bear on the boards of the poor districts to operate at all, in 1926 I did not find it incumbent upon me to do so in one single case.

"In the case of these poorer districts the amendment to the Grants Act, whereby districts with assessments under \$75,000 are given special help, has been of considerable assistance. This extra help has lessened the need for special grants and, although I still find it necessary to recommend a few of these, the total amount has been considerably lessened."

(INSPECTOR A. R. GIBSON, Red Deer.)

"This year quite a few districts which formerly co-operated with other districts have kept their own schools open. The terms of operation have been longer, though unfavourable weather conditions and bad roads will probably result in a number of districts returning to the practice of closing school during January, or longer, which used to be so common."

(INSPECTOR J. C. BUTCHART, Coronation.)

"As this inspectorate is very favourably situated, there are few conditions opposing operation. Only when temporarily closed owing to some illness, all schools have been in operation for the whole year. Contagious diseases were not so prevalent as they were during 1925. School districts have very little difficulty in financing."

(INSPECTOR W. J. McLEAN, Trochu.)

"Since I took over this inspectorate in 1923, no Government loans or special grants have been recommended, but on the contrary, during that time, many loans made during the dry years have been paid in full."

(INSPECTOR J. A. MACGREGOR, High River.)

"There has been no trouble here getting the schools to operate. All districts have operated steadily throughout the year, except two, and in those instances the number of children was less than five, for at least part of the term. Every effort is being put forth to avoid closing down any of the schools so long as there is a dollar procurable with which to keep them running. This reveals a keen desire upon the part of the public to secure the greatest possible educational facilities."

(INSPECTOR C. C. BREMNER, Macleod.)

"In the territory where "dry farming" is the sole or principal occupation of the inhabitants there has been increasing difficulty in keeping schools open, owing to the decrease in population and in revenue collected locally. Assistance from the Department rendered available by the 1926 Amendment to the School Grants Act, has been of great assistance, and all schools in which operation was necessary were open for from six to ten months. However, several schools which closed in December will be

unable to resume operation for some months, and it is probable that in the spring the removal of numerous people may render it necessary to re-open these schools."

(INSPECTOR J. MORGAN, Lethbridge.)

"Four districts required small loans. In each case it meant keeping schools open that otherwise would have been closed. The extra grant for districts with low assessments was a great help and was regarded as a move in the right direction."

(INSPECTOR G. K. HAVERSTOCK, Hanna.)

"Two loans for districts that could not group with another district for joint-operation were recommended during the year. The assistance thus granted enabled about twenty children to enjoy the privilege of practically a yearly school."

"Operation in the better part of the inspectorate is not a matter of concern to the inspector. In the "drought area," however, the sparse settlement due to the abandoned nature of the country renders it advisable and necessary to group, where possible, two or three districts for joint-operation under the provisions of Section 208, or to assist parents to send their children away to school. A few of these schools operate the greater part of the school year, but owing to long distances for the children to travel through forsaken country, lack of funds, severe weather and other reasons, most of these districts can operate at the most only a portion of the school year."

(INSPECTOR J. F. BOYCE, Bassano.)

"As a result of the inspector's efforts for operation, twenty-three teachers were placed in schools in order to insure operation of these schools as early as possible."

"In connection with the work of placing teachers I found it necessary to personally import fifteen teachers from British Columbia to man the schools of my inspectorate; otherwise the schools would have remained closed until early June."

"Moreover, the finances of twenty-three districts were carefully examined, officials of school districts were interviewed, and officials of municipal districts were consulted regarding the ability of these districts to finance their schools. Six of the twenty-three districts were given Government assistance, but the whole twenty-three were brought into operation, when the officials were convinced that it was possible. Without Government assistance through loans the schools of six districts could not have been operated."

(INSPECTOR F. L. AYLESWORTH, Oyen.)

"Owing to various causes, operation during 1926 has been more than usually successful. Many families that had formerly been alone in their school districts moved into districts operating regular schools. Parents have become fully acquainted with the provisions of Section 208 of the School Act and are taking advantage of it. Tax collections, as a result of the fairly good crop of 1925, were the best in years, and at the beginning of 1926 auditors' statements showed the amounts in school district treasuries to be larger than usual."

"The amendment to the School Grants Act giving special assistance to districts of low assessment worked out very satisfactorily. Many districts that could not obtain additional territory owing to the late date of their erection are now no longer handicapped by their small areas. In some cases the psychological effect of receiving this help when they were beginning to feel their position untenable, has been very encouraging."

"The number of loans to districts since this new assessment grant amendment began operation has been greatly reduced. During the autumn term of 1926 only two districts found loans necessary."

(INSPECTOR J. SCOFFIELD, Foremost.)

ADVANCED INSTRUCTION.

The publicly supported secondary or High School is a very modern institution. Eighty years ago there were fewer than twenty of these schools on this continent, but today they are numbered by the tens of thousands, and many more than 125,000 teachers devote their whole time and attention to teaching in these schools.

The demand for more advanced instruction has developed rapidly in our own province in recent years. The statistics show that in the years 1920 to 1926 inclusive, the proportion of Grade VIII pupils has remained almost constant, viz., from 10,000 to 11,000 pupils, showing an annual increase which bears a proper relation to the increase in total enrolment. While this is so, the number of pupils who successfully passed the Grade VIII Departmental Examinations with a clean score, in 1926, is two and one-half times the number successful in 1920, and our records also show that the number of pupils in the High School grades has increased over fifty per cent. during the period under consideration, *i.e.*, during the last six years. The percentage of High School pupils as related to total enrolment was less than four per cent. in 1912, and is today practically 10 per cent.

The problem of making this advanced instruction available for the children of rural areas has become an acute one. High School rooms in the cities, towns, and villages are in many cases filled to capacity, and the boards of these districts are unwilling to provide for a need which is not their own. There is a good deal of dissatisfaction over the placing of responsibility for High School fees, and over the question of what the amount of the fees ought to be.

How can the high school instruction be provided for the children of rural areas? The rural school is capable of doing within its own sphere a satisfactory type of work, but to attempt to introduce into the ordinary rural school, with an average enrolment, and all public school grades represented, the work of any of the High School grades, is a mistake and results in failure and loss somewhere and to someone. High School instruction cannot be undertaken under conditions and in circumstances which prevail in the average rural school without a corresponding loss to the children of the public school grades, for whom the school was originally intended, and for whom, with a fair chance, it is capable of giving highly satisfactory results. In many communities two-room schools are doing effective work in one, two, and in a few instances three, of the High School grades, but it is not every community which has the number of children which justifies this type of school.

Some years ago legislation was placed upon the Statute Books which provided for the consolidation of school districts for the purpose of affording High School instruction in rural communities. The scheme is simplicity itself providing for the association of two or more districts in a consolidation, having only one purpose in view, namely, the provision of High School accommodation for the children belonging to the several districts. The school is placed in a central location. The children who are of High School age are able to look after their own transportation to and from

school. The cost is divided among the districts on the basis of their ability to pay as represented by the assessed valuation placed upon the property in each district. The consolidated district is managed by a board of trustees composed of a representative of each of the boards of trustees of the several districts entering into the scheme.

There are now five of these High School consolidations, three having been established quite recently. All of these schools are rendering excellent service in bringing efficient instruction and supervision within the reach of those students, in their respective communities, who have the capacity and the ambition to benefit by it.

It is difficult to bring the rural high school consolidation into expression because people are not willing as a rule to vote themselves into a taxation scheme which is not generally applied to all citizens in the interests of all children.

It would seem that this problem, along with others such as the need for more adequate supervision of schools, better distribution of schools, better teachers, more continuity in the service, improved attendance, and the provision of numerous services belonging to education, must wait for final solution until such time as we are ready for the establishment of the rural municipality as a unit for school administration purposes. For simplicity and democracy in control it would appear that our school administrative unit should conform to the taxation unit, which is rapidly coming to be the rural municipality.

The high school problem might be met at once by organizing the rural municipalities into High School areas, and charging each municipality with the responsibility for high school instruction for the pupils of all resident parents. This could be financed with a municipal rate, supported by provincial assistance, and the administration might be in the hands of a municipal board or a committee of all the school boards of the several districts in the municipality.

The following excerpts will help to show how this problem is being met in the field:

"Grade IX work was given in a larger number of schools because of the increased demand by parents and their objection to having comparatively young boys and girls attending a school that necessitated their absence from home. Creditable results were obtained in many cases."

(INSPECTOR L. B. YULE, Peace River.)

"When the over-crowded conditions which existed in districts which now have two-room schools is taken into account, and consideration is given to the type of work made possible in such units, any sacrifice made seems small in comparison to the benefits derived. Invariably these schools are provided with better heating, seating, and library equipment. Better and more experienced teachers are attracted to such schools, with the result that pupils are obtaining a type of education far superior to the one-room type of school. Scarcely a year goes by without High School work being taken up, where previously it was a rare occurrence to meet with even Grade VIII pupils in these districts."

(INSPECTOR X. P. CRISPO, St. Paul.)

"There were six rural schools, all in charge of experienced teachers, that gave instruction in the work of Grade IX. It must be said to the credit of these teachers that without a single exception they were as faithful to the interests of the public school grades as it was humanly possible to be, and yet at the same time they were intensely interested in the progress and success of their high school pupils. They worked hard—some of them too hard—teaching after four o'clock and even on Saturdays. Two gave way under the strain, and although they continued on to the end of the term, did so in shattered health. After reviewing the effect in all its bearings of attempting to do high school work in the ungraded rural school, I am convinced that it is not a solution to the problems presented of general application, and that authorization should be limited to very exceptional conditions."

(INSPECTOR J. H. HUTCHISON, Onoway.)

"It is a mistake to attempt Grade X subjects in an ungraded school unless the teacher has considerable experience, exceptional teaching ability, and at the lowest an academic standing of first class certificate."

(INSPECTOR J. A. FIFE, Edmonton.)

"Advanced instruction is carried on in from forty to forty-five per cent. of the rural districts. In most of these schools the work of Grade IX or X is carried to a successful conclusion. The average of pupils passing from these schools appears to have been slightly higher than the average of the town schools in the district."

(INSPECTOR H. R. PARKER, Vermilion.)

"The best of teachers are recommended for the two-room schools. Where the service of such teachers continues from year to year, very satisfactory results have been secured. The attainments of the Boian Marea School is a notable example of such. All the students writing on the Departmental examinations of Grade VIII and IX were successful."

(INSPECTOR O. WILLIAMS, Vegreville.)

"The two-room schools are for the most part in non-English districts. They have made steady progress. The Junior room has inherited from the one-room stage unduly heavy enrolments in Grade I and II. These pupils are old for their grades. The effort has been to make the enrolment normal in all the grades so that the junior room might handle as many as four grades."

(INSPECTOR G. S. LORD, Lamont.)

"To make adequate and proper provision for those pupils aspiring to Grade IX work is a problem for which the Department of Education must seek a satisfactory solution. An apparent remedy for this serious situation exists in the provision made in the School Act for the erection of a number of interested school districts into a Rural High School District. At least this is the remedy nearest at hand at present, and interested school boards in several localities throughout the coming year will discuss the possibility and feasibility of the Rural High School as a means of relief."

"The action of the several school boards of the two-room schools in providing a public school and a limited high school service for the children of their districts, and the zeal and enterprise shown by the teachers in charge of them, are highly commendable. In each instance a real need is being courageously and intelligently met."

(INSPECTOR J. W. RUSSELL, Camrose.)

"Grade IX work was taught in 69 ungraded schools in this inspectorate in 1926, one hundred and twenty-five students availing themselves of this opportunity. In practically all these schools the work was accepted by the trustees without question, indeed in the majority of cases it was initiated by them. In no case was it found necessary to order the work discontinued."

"The pupils pursuing this line of work in ungraded schools usually understand that much depends upon their own efforts and that the teacher is fulfilling a considerable part of her duty in this regard in directing and supervising their work."

(INSPECTOR M. O. NELSON, Wainwright.)

"There are seven consolidated schools in this inspectorate. In five of these the principal is doing high school work only. One is giving Grade XII, five more Grade XI, and the seventh, a two-teacher school, gives Grade X."

(INSPECTOR P. H. THIBAUDEAU, Stettler.)

"The idea of the Rural High School apparently will not take root in this division. In the past two years I have placed its advantages and costs before the people of two different groups of districts, one at Leedale and the other at Eckville, but the proposition was not considered, even to the extent of the preliminary canvass for signatures. It seems to be a truism that people who are not directly interested will not deliberately vote themselves into paying more taxes."

(INSPECTOR A. R. GIBSON, Red Deer.)

"I have at present four two-room schools. Two of these take the work up to and including Grade XI and the other two up to and including Grade X. These schools are getting examination results that compare very favorably with the larger schools. The chief weakness lies in their lack of time and equipment to teach Experimental Science."

(INSPECTOR R. H. LIGGETT, Olds.)

"There is one rural high school, that at Fleet. There has been a very considerable increase in the attendance. The candidates from this school were very successful at the Departmental examinations."

(INSPECTOR J. C. BUTCHART, Coronation.)

"The work done in town and village schools during the year has been of a very high order and reflects much credit upon the energy and efficiency of the teachers, trustees and pupils of these schools; this is especially true of the high schools departments. The trustees have been competent and have worked to the best advantage. They have been unselfish and have provided high school opportunities for many children of the surrounding country, though the fees paid would not nearly equal the cost entailed."

(INSPECTOR W. J. McLEAN, Trochu.)

"Both the Rural High Schools, Rockyford and Dalemead, which were organized this year, were able to get their schools in operation in temporary buildings at the beginning of the fall term. The attendance in each is about 18 pupils. Since all the pupils in these districts below Grade IX attend the district school, the high school is responsible for only Grade IX, X, and XI instruction and so is in a better position to do effective work than two-room or three-room schools in hamlets and villages. The boards of trustees in both of these Rural High School Districts are progressive men who expect much from their schools, and are willing to provide them with whatever equipment is needful for good work. Mr. Smith, Inspector of High Schools, spent a day in each of these schools during the fall term."

(INSPECTOR F. G. BUCHANAN, Calgary.)

"I have not heard a single word of disapproval in any of these consolidated districts, but on the contrary, the residents realize the convenience and appreciate the possibility of having their boys and girls complete their secondary school education without having to leave home."

(INSPECTOR J. A. MACGREGOR, High River.)

"To prevent the lower grade from suffering, I have frequently arranged with the teachers and School Boards to have much of the Grade IX work taken after 3:30. This can generally be arranged by the Boards giving to the teacher the Government grant for Grade IX."

Occasionally the Board has agreed to supplement the grant with a few dollars per month. This plan usually solves what would otherwise prove to be a very disagreeable problem."

(INSPECTOR C. C. BREMNER, Macleod.)

"The work in town and village schools was of a very high order. Rosedale, Munson, Rowley and Craigmyle do high school work to the end of Grade X. The results in Rosedale and Craigmyle were excellent. Morrin, Delia, Youngstown and Rumsey do the first three years of high school work. Hanna and Drumheller give all the high school work including Grade XII. A very fine twelve-room brick school was built at Drumheller to replace the building that was lost through fire."

(INSPECTOR G. K. HAVERSTOCK, Hanna.)

"In this inspectorate especially is it desirable to give this instruction in Grade IX. Financial conditions are such that it would not be feasible to operate a rural high school, nor can parents afford the expense of sending their children to town for the time necessary to complete a high school course.

"As far as the two-room school is concerned, it has become extinct in this inspectorate—all the hamlets and small villages have found it necessary to reduce their staffs to one teacher."

(INSPECTOR F. S. CARR, Medicine Hat.)

"In eleven consolidated and two graded village schools, High School work was carried on during 1926. Judging by examination results eight of these schools did a good type of work. The principals are young and ambitious teachers who are gaining experience in these smaller schools. In the majority of instances they are looking forward to completing their university work when in a position to do so. Some of these teachers remain for two or more years in the same school with good results. Boards that are not so fortunate change their principals frequently and the interests of all concerned suffer accordingly."

(INSPECTOR J. SCOFFIELD, Foremost.)

FAIRS, CONVENTIONS, ETC.

According to the reports, the year 1926 was unfavourable for the successful holding of School Fairs. The weather in September, the month in which practically all the fairs are held, was such as to cause the postponement of many fairs and the cancellation of others. This had a disheartening effect on both exhibitors and committees, and several inspectors are of the opinion that interest in this most useful feature of rural school life is on the wane. They agree, however, that a high standard of exhibits was upheld, especially in actual school-room work.

In the fall of the year it has been customary for the inspectors to hold conventions and institutes in their several divisions. These two types of convention differ both in the numbers attending and the objects sought. The convention as a rule takes in all of the teachers in one or more inspectorates, and the programme is generally in the nature of lectures and demonstrations, followed, usually, by discussions in which those interested may take part. On the other hand, an inspector may hold several institutes in his territory at which the attendance is much smaller and the agenda consist of free-and-easy discussions of problems and difficulties submitted by any who wish to present them. There is much to be said for both these types of teachers' meetings, but the majority of the inspectors seem to favour the latter.

A new departure in the way of conventions was successfully initiated in Calgary in 1926. The High School teachers of the Calgary Rural, Olds, Bassano and High River inspectorates met as a body in the month of October and, under the guidance of Mr. J. A. Smith, inspector of High Schools, listened to addresses from outside speakers and discussed the problems relating to advanced instruction. The meeting was successful to such an extent that it will be repeated.

Several inspectors report that conventions of the trustees of their divisions were held. From the tenor of their remarks anent these meetings it may be concluded that they are conducive to good results. There is no doubt but that a gathering of fifty or sixty people, whose problems are necessarily similar, can discuss them much more intelligently than can a large assembly from the length and breadth of the province.

"The second annual Musical Festival was held at Peace River on May 21st and 22nd. The programme of competitions was greatly enlarged. The Chorus winners were:

Primary Division: Prairie River Consolidated.

Junior Division: Peace River.

Senior Division: Peace River.

Rural Division: Ena School District.

"The winning groups received a Challenge Shield or Cup for one year, while members of each chorus received engraved certificates.

"The children's classes also included competitions for vocal, piano and violin solos. Suitably engraved medals were awarded the winners in these classes. The adjudicators commented very favourably on the improvement that had been achieved since the First Festival."

(INSPECTOR L. B. YULE, Peace River.)

"Considering that a large number of these teachers have perhaps only recently assumed the direction of their schools and possibly have had no opportunity during the year to discuss their daily problems with other and more experienced teachers, there seems to be an urgent need for local institutes with a one-day programme to bring a small number of these teachers together where open discussion and an informal exchange of ideas could be carried on. The limited available time at the disposal of the inspector for this phase of educational work accounts to a very large degree for the present predominance of the larger groupings."

(INSPECTOR J. J. LeBLANC, Westlock.)

"The trustees of the district held a Convention at Vermilion on November 10th. About thirty-five delegates were in attendance. The chief item on the programme was an address by the Hon. P. Baker, followed by an informal discussion on various matters of education. The address and discussion cleared up many matters of interest and materially strengthened the bond of sympathetic co-operation between the Department and the trustees."

(INSPECTOR H. R. PARKER, Vermilion.)

"The two-day convention of the teachers of the inspectorate was a marked success. Over a hundred teachers were present, and keen interest was manifested in all papers and addresses. The addresses given by the Minister and the Chief Inspector stressed the importance of reading as a preparation for substantial work in the school. Both addresses emphasized the preparation shown by a teacher as a means of measuring the success of the school.

"From the discussions following these and subsequent addresses, it has become apparent that teachers cannot cope with the Course of Studies as at present outlined. There is a keen demand from rural

teachers that this material be specially mapped out to meet the needs of rural schools on the monthly plan outlined for city schools."

(INSPECTOR O. WILLIAMS, Vegreville.)

"I regret to see the passing of the School Fair. There is a distinct educational value to be derived from it when properly conducted. It requires, of course, a great deal of time and pains in organization, and it is not easy to find officials who are willing to give to it the thought and effort necessary to make it a success. Nevertheless, the good School Fair is the only one which should be held. A poor exhibition is worse than none at all. It creates a wrong sense of values, leads to mediocrity in effort and is a distinct waste of time."

(INSPECTOR E. L. FULLER, Wetaskiwin.)

"The quality of the exhibits has steadily improved, not only in garden, stock, and household projects, but particularly in school work. The interest manifested by parents and school boards who have attached themselves to School Fair work is eminently gratifying.

"Sports Day is being more generally observed in the larger School Fair centres. In connection with School Fair activities a programme of school sports is carried out, in which pupils of the several schools interested compete in friendly physical competition."

(INSPECTOR J. W. RUSSELL, Camrose.)

"I may say in passing that I note a laudable interest on the part of the majority of teachers in these local conventions. While realizing that it lies within the province of the larger conventions to touch more general educational problems, and to give inspiration along broader lines of thought, they also have reason to know that the programme of the district convention is very valuable in helping toward a solution of those many minor problems of teaching and administration that arise from daily class-room experience."

(INSPECTOR M. O. NELSON, Wainwright.)

"It is difficult to keep the School Fair alive. It takes three factors: the support of the School Board, an enthusiastic and industrious teacher during the spring term, followed by an interested one in the fall term. Teachers are willing, but the school boards will not put up the money; the boards are in favour, but the teacher will not undertake the work; frequently when she does the teacher following takes so little interest that the school drops out.

"We held our sports on the first Saturday in June. Twenty-nine teams were out and took part in the tournaments; 24 in baseball, five in basketball. These games and the athletic events were cut short at 4:30 by a heavy rain storm coming up."

(INSPECTOR P. H. THIBAUDEAU, Stettler.)

"Six School Fairs were held in September. Though weather conditions were very bad during the week in which most of them took place, the exhibits were numerous and of good quality. Much interest was shown by parents and pupils. At several, contests in physical training and in singing were held. In connection with one of these fairs a public-speaking contest was put on in which eighteen boys and girls took part and their efforts were highly creditable to all concerned."

(INSPECTOR J. C. BUTCHART, Coronation.)

"The annual fall convention was held in Central United Church, Calgary, on October 4th and 5th. As in previous years the teachers met in three sections: Primary, Intermediate and High School. The High School section differed from past years in that it comprised those interested in high school work not only from this inspectorate, but from the Olds, Bassano and High River inspectorates as well. Mr. Smith, the Inspector of High Schools, took full charge of this section. By bringing together the teachers from the four inspectorates a sufficiently large group was formed to warrant bringing in some outside speakers and to

insure proper discussion on the subjects under consideration. Their meetings proved so successful that a separate organization was formed and these teachers will meet each fall in Calgary independently of the Calgary Rural Teachers' Conventions."

(INSPECTOR F. G. BUCHANAN, Calgary.)

"A teachers' institute was held in Vulcan early in November, and only those who were teaching their first schools were present. I am more convinced than ever as to the value of these small institutes, while those who attend express quite freely the benefits derived therefrom. At these small group meetings teachers feel free to discuss their problems, while at the larger conventions they are more or less diffident about giving expression to their views.

"During the fall of 1925 the high school teachers of the inspectorate combined with those of the Calgary Rural inspectoral district in a two-day convention held in Calgary. This was by way of an experiment, which, however, has proved to be a success. In 1926 this was extended to include the teachers of the Olds and Bassano inspectorates."

(INSPECTOR J. A. MACGREGOR, High River.)

"In November the Foremost, Lethbridge, and Macleod inspectorates held a joint convention at Lethbridge. About 450 teachers attended. The programme was good, and the teachers showed marked interest in the convention."

(INSPECTOR J. MORGAN, Lethbridge.)

"The trustees of the inspectorate held a convention at Hanna November 17th and 18th. This was the first attempt at a trustees' convention, and while the attendance was not as large as expected, seventy-five was considered a very good start. Mr. G. W. Gorman, Chief Inspector of Schools, gave two very helpful and practical addresses. In the first address he dealt with, "The Larger Unit of Administration," and although the majority were not prepared to accept the principle in full, many of the trustees received valuable information for future consideration. The evening address, "The Rural High School," gave a very clear and concise outline of the working of this type of school. It was the unanimous opinion of the convention that the Rural High School as outlined by Mr. Gorman, offered a real solution to the High School problem in rural districts."

(INSPECTOR G. K. HAVERSTOCK, Hanna.)

"In connection with the special activities of the convention committee must be mentioned the work of the library committee. The report submitted showed that a very satisfactory start had been made with the library, and that the teachers of the inspectorate were making good use of the books. The convention made a further grant to assist with continuing the work in 1927."

(INSPECTOR F. S. CARR, Medicine Hat.)

"On the western side of my territory where the crops are good, school fairs are being organized and carried through with great success. Coming as they do at the beginning of the year's work I consider they are an incentive to the pupils and teachers to do a high standard of school work throughout the year. In several school fair groups the competition is commendably keen and the work exhibited is of excellent quality."

(INSPECTOR J. SCOFFIELD, Foremost.)

PROGRESS AND PROSPECTS.

There was marked improvement in educational conditions throughout the year 1926. It is proper to say, also, that progress was evident in every phase of educational work. There are more schools, better schools, more efficient teachers, longer periods of operation, and a better average attendance than ever before. The following extracts from the reports of inspectors justify these broad general conclusions.

"Throughout the past year a reassuring tone of confidence was predominant throughout the Peace River inspectorate. It is significant to note that a number of former settlers returned to develop their holdings. Through homestead entry, purchase and settlement schemes, there has been an appreciable thickening of population and the degree of interest shown by prospective settlers definitely indicates a further growth of population."

(INSPECTOR L. B. YULE, Peace River.)

"Night schools, where it was found possible to obtain the type of teacher who appeals to the older element, were invariably well attended. This phase of the work will receive greater attention in 1927.

"Concluding, I may say that the progress of the past year concerning conditions in general, has been satisfactory, and that the district, long in a pioneer stage, is now emerging from that state, and continued advancement should be evident during the coming year."

(INSPECTOR X. P. CRISPO, St. Paul.)

"The sentiment in favour of a full public school education for every child is steadily developing and the number of districts which have undertaken to operate regularly and for the full year is increasing. The urban and consolidated schools are assuming leadership in the matter of progressive high school and public school education. During the year four of these units have added one additional room to the school. The organizations with a school population of forty or more are easily interested in two-room propositions, and the immediate prospects are that three districts will erect a second class-room early in the new year."

(INSPECTOR J. J. LeBLANC, Westlock.)

"More boards are making efficiency in the teacher the determining point in entering into engagements, and are considering a small difference in salary of less importance. In other words, trustees are becoming alive to the fact that the benefit derived by the children from a better class of teacher is of much more value than a small saving in cash expenditure. The desire for work above Grade VIII in rural districts is growing in strength."

(INSPECTOR H. R. PARKER, Vermilion.)

"The policy adopted last year respecting New Canadians' schools has been followed closely this year. It has resulted in the establishment of six additional two-room schools. Four of these are already in operation. The other two should be ready for occupation early in 1927.

"The influence of the two-room school in assimilating the children of foreign parentage has been more noticeable than ever this year. The children are gradually losing that dull and apathetic appearance which one encountered in the schools a few years ago. Experienced teachers have fastened a different outlook on life, and I believe that the two-room school will be reckoned as the strongest factor in the Canadianizing of this portion of Alberta.

"During the winter months many districts have been operating night schools for the young men. Each year sees an increase in the numbers. The winter of 1926-27 saw twice as many as were operating in 1925-26. As a rule such schools are conducted at the solicitation of those desiring to improve their knowledge, rather than at the behest of teachers desiring additional remuneration for such services.

"The outlook for 1927 is very bright. Plans have been made to complete the establishment of two-room schools in this inspectorate. Twelve districts have been canvassed for statistics necessary to carry on the work.

"The Special Grant for districts with low assessments is of great help to these districts. Many of them will receive a total grant of over a thousand dollars. In many cases it will be the deciding factor when the vote for the additional room will be cast in the districts."

(INSPECTOR O. WILLIAMS, Vegreville.)

"The Department of Education may look forward with confidence to still greater improvement in the educational situation in 1927. There are already many signs of justification for a statement of this kind.

Economic conditions are generally good, and a larger percentage than ever of boards have their finances in a healthy condition. A number of districts in the inspectorate will operate yearly schools for the first time during the coming year. Further, the greatest problem of all—the part time school—is in a fair way to solution. The full effect of the provision made by the Legislature at its last session for special grants to weaker districts, will be felt during 1927, and will insure greatly increased operation in outlying areas. Looking forward from the close of the present year I can see no reason why even the weakest district of my division should not operate for eight months—the maximum period for which the special grant is paid. This will lead to a much improved situation and one in which those responsible for the administration of education may take a just pride.”

(INSPECTOR E. L. FULLER, Wetaskiwin.)

“The outlook for 1927 is decidedly good. While there was a considerable loss in the grading of the grain owing to bad weather, there was a heavy yield, and a great deal of it is being marketed. This means a general elevation of the standard of living, which is always a factor affecting education in a favourable way. It means, too, a prompt payment of taxes.”

(INSPECTOR A. R. GIBSON, Red Deer.)

“To me the chief evidence of the increased attention to education lies in the almost general demand for opportunities to secure secondary training. Parents and school boards are coming to see that the education considered sufficient but a few years ago is no longer adequate for the boy and girl with which to meet the complexities of modern life.”

(INSPECTOR R. H. LIGGETT, Olds.)

“As an evidence of progress during the year, I feel that 1926 has been the most satisfactory year that I have yet experienced since I began inspecting in 1914. There has been more general enthusiasm on the part of parents, teachers and pupils. This is probably due to the country becoming settled down, to improved financial conditions and, in consequence, greater confidence and increased ambitions.”

(INSPECTOR W. J. McLEAN, Trochu.)

“A few years ago an inspector was compelled to spend much time in securing the operation of schools, and a close watch had to be kept on many districts to see that the schools were not closed unnecessarily. Now the inspector needs to spend very little time on operation, as the boards are prepared to keep the schools open wherever necessary and possible.

“An adequate supply of qualified teachers had been an important factor in bringing this about. Teachers can usually be secured when needed, and as they have permanent certificates, are not compelled to relinquish their positions. They are not often anxious to do so, either, as there is always some uncertainty about securing another position.”

(INSPECTOR J. MORGAN, Lethbridge.)

“The outlook for 1927 is promising. In those localities where there has been continuous crop failure, few children are left and the problem of operation will not be present. In most other localities a solution, satisfactory both to the district, the parent, and the Department has been found. A much better attitude towards the operation of the school and the education of the children is being developed. The success of the children in reaching the high school in spite of the numerous difficulties has developed among the districts a spirit of belief in the efficacy of the school; finally the extra grant has lifted from the boards of trustees the problem of financing operation. I believe that if the districts are successful in securing good teachers for the year that the coming year should produce results.”

(INSPECTOR F. S. CARR, Medicine Hat.)

It is a satisfaction to be able to report that the work of inspection of schools has shown steady and marked progress throughout the year 1926.

REPORT OF CHIEF ATTENDANCE OFFICER.

(D. C. McEachern.)

During the year 1926 the number of parents served with Preliminary Letters was 1,147. The special reports following show that in 674 cases the children returned to school within ten days; in 33 cases it was found that sickness was the cause of the detention of the children who were unable to return within that time limit; in 37 cases the children had removed from the school district; in 5 instances the children had attained the age of 15 years; and in 3 cases the children were exempt from attendance by a certificate of exemption in accordance with Sub-section 2 of Section 6 of the School Attendance Act for work at home; in 2 cases the school had closed before the end of the ten-day limit, while in the other 182 cases no reports were received. In 67 cases warning notices were required to be issued following Preliminary Letter, and the reports following these Warning Notices showed that 30 returned to school within ten days; sickness prevented 2 from returning; 3 had removed from the district; and 25 required further attention at the end of the year; while 7 cases were referred to inspectors for attention, and the report from the inspector showed in one case that the child had returned to school, while no reports were received in the remaining 6 cases. Reports in 144 cases showed that further attention will be required following the Preliminary Letters, and it will be necessary for the Attendance Branch to pay particular attention to these during the early part of the year 1927.

During the year 1926 there was issued a total of 1,491 Warning Notices following Preliminary Letters and Warning Notices issued during the preceding years. The reports received from the teachers following these Warning Notices showed that in 915 cases the children returned to school within ten days; sickness prevented this being done in 27 cases; in 44 cases the children had removed from the district; in 19 cases the children had become exempt from attendance because of becoming 15 years of age; in 4 cases the children were exempt under Sub-section 2 of Section 6 for work; and in 7 cases the school had closed. The number of cases referred to the inspectors was 118, and the reports received from the inspectors indicated that 33 prosecutions were instituted, from which 25 convictions were secured. The reports received from the teachers showed that in 129 cases further attention would be required during the year 1927, and in 228 cases no reports were received from the teachers either because of the termination of their engagements with the school boards or because the Warning Notices were issued so near the end of the year that the reports were not received before the 31st day of December, 1926.

During the year 1926 the Attendance Act in cities and towns was enforced by the local attendance officers, and the monthly reports received from these officials indicated that during the year a comparatively small number of prosecutions was necessary.

The figures for the year are as follows:

Warning Notices issued	373
Cases in Court	85
Convictions	83

OPERATION.

Besides dealing with the enforcement of the School Attendance Act the Attendance Branch of the Department, during the year 1926, gave considerable attention to the matter of operation of schools throughout the province. This consisted mainly in advising the inspectors of termination of teachers' agreements when this information came to hand at the Department, so that these officials might, in turn, see that the school boards carried out the provisions of the School Act with respect to the continuous operation of their schools.

The teachers' agreements were checked as in former years, and the school boards advised in any cases where the agreements were not in harmony with the provisions of the School Act. As in former years, too, the correspondence with respect to Joint Operation under Section 208 of the School Act was carried on by this Branch. The number of school districts providing for the education of the children in this method during the year 1926 was 150. Such school districts received grants under Section 16 of the School Grants Act as if their own schools were in operation. Our records show that during the year 57 school districts did not operate their schools because of the fact that there were no children of school age residing in the school district. The number of districts in the province which were under the Educational Tax Act during the year 1926 is shown to be 23.

REPORT OF THE SCHOOL-BOOK BRANCH.

(W. H. NOBLE, *Manager*)

During the past year the School Libraries Branch established in the year 1914 was reorganized and is now known as the School-book Branch. This Branch now controls the wholesale distribution of Public and High School texts throughout the province, the retail part of the business being in the hands of school boards and local dealers. The only requirement of the dealer is that he guarantees to sell the books purchased through this office at the Department's list price. Our price to him is 15% discount off the selling price, freight prepaid. We have opened nearly 400 dealers' accounts and therefore have available for the public the prescribed text-books in practically every city, town and village in the province.

School boards also may purchase books on the same terms as dealers with one restriction, namely, that books so purchased are not returnable. In order that the school board may obtain the discount given to the book dealer it is necessary that the order be

signed by the Chairman and Secretary and a remittance accompany the order. Should the board not be in a position to remit payment with the order, a resolution must be passed by the board authorizing the Department to deduct the amount of the sale price from the first or any school grant payable to the district. This provision has induced over 1,200 school districts to take advantage of the special rate, and thus pass along the saving to their pupils. When organizing this Branch arrangements were made with the various publishers of our authorized texts that we should be the sole purchasers and distributors of all text-books appearing on the Alberta lists. This arrangement makes for a uniform price to every pupil, no matter where his place of residence, a book being mailed to a child residing in the most distant part of Alberta at exactly the same price as paid by his cousin in the city of Edmonton. All transactions with dealers, school boards or individuals are strictly cash with order. No exceptions are made, so the Government will have no financial losses due to bad accounts.

In addition to the wholesaling and retailing of text-books, school library books and special books of reference, the Branch carries on as formerly the distribution of free readers to students in our public schools in Grades I to VI, and the supplying of necessary taxation forms required by the secretary of a district for the collection of taxes.

It must not be forgotten that the re-organized branch only came into operation during the month of August, and therefore the entire service was available for the last five months of the year only. The total sales for the year amounted to \$141,889.33. This amount represents the volume of business done in all phases. At the time of the organization of this branch approximately \$15,000.00 worth of books remained unsold in the hands of the dealers. Estimating the books on hand at August 1st at the above figure and assuming that small repeat orders meant that stocks purchased have been disposed of in their entirety, it would appear that the retail value of the text-books disposed of to pupils since September 1st would approximate \$165,000.00. Considering that the prices of text-books are on an average 15% less than in former years and that the prices to the individual are postage or express prepaid, this has meant a saving of approximately \$30,000.00 to the people of the province on the expenditure in books for pupils last fall.

The purchasing of books is made direct from the actual publishers, the greater portion of our stock being obtained in Canada, a few titles from the United States and Great Britain. We have accounts with eleven Canadian publishers, five publishers in the United States, and two in Great Britain.

Our purchases in text-books plus freight to Edmonton amounted to approximately \$160,000.00. Our expenditure in Canadian-made books was \$135,437.31, freight and express charges \$6,851.25, in the books printed in U.S.A. \$11,472.80, freight and express charges \$915.44, in books from Great Britain \$1,444.56, freight and express charges \$193.05.

Our school list comprises 120 titles, of which 98 are Canadian, 12 come from the United States and 10 from Great Britain.

The Department has received numerous letters of appreciation of the service given by this Branch from dealers, school boards and individuals.

SCHOOL LIBRARIES.

During the past year 456 school districts earned a grant for library purposes and the value of the books distributed was \$7,083.11. Through the work of the inspectors and the advertising of the Branch many districts have been induced to supplement their existing libraries with large or small editions of new books. We carry in stock all books referred to in the Public and High School Courses of Study, also all reference books suggested in any of the bulletins published by the Department. During the past year we have received orders for library books, also books of reference for teachers from school boards, teachers and pupils to the extent of \$8,541.42.

FREE SCHOOL TEXTS.

The following is a statement of the readers which are distributed free to all schools:

Book 1	Book 2	Book 3	Book 4	Book 5
19,703	16,907	15,811	16,193	17,521

DEBENTURES AUTHORIZED, REGISTERED AND SOLD DURING 1926

(A. SCOFFIELD, *Manager*)

Authorized by Board of Public Utility Commissioners, 95 issues.....	\$508,385.00
Registered by Department of Education, 84 issues	\$424,635.00
Registered in 1925, but paid by purchasers in 1926	4,100.00
Registered in 1925, but delivery not taken until 1926	6,000.00
	<u>\$434,735.00</u>
Registered in 1926, but proceeds not available until 1927.....	21,000.00
Total amount of Debentures taken delivery of by purchasers during 1926 ..	<u>\$413,735.00</u>

BOND SALES

Sold through Debenture Branch:			
1 City Issue	\$ 2,000.00		
2 Town Issues	45,000.00		
20 Village Issues	73,600.00		
50 Rural Issues	132,035.00		
73 Issues	\$252,635.00		
Less 6 Rural and 2 Village Issues....	21,000.00		
		\$231,635.00	
Sold Direct by School Districts:			
3 City Issues	\$159,000.00		
1 Town Issue	7,000.00		
2 Village Issues	3,500.00		
9 Rural Issues	12,600.00		
		\$182,100.00	
15			\$413,735.00
TOTAL OF 1926 SALES			
4 City Issues	\$161,000.00		
3 Town Issues	52,000.00		
22 Village Issues	77,100.00		
59 Rural Issues	144,635.00		
88 Issues	\$434,735.00		
Less 6 Rural and 2 Village Issues, registered 1926, proceeds not avail- able until 1927	21,000.00		
			<u>\$413,735.00</u>

DEPARTMENT OF EDUCATION.

AVERAGE RATE AT WHICH DEBENTURES WERE SOLD

City Issues	5.645
Town Issues	6.478
Village Issues	6.216
Rural Issues	6.158
All Issues	6.124

NUMBER OF CONTRACTS FOR ERECTION OF RURAL, VILLAGE AND TOWN
SCHOOL BUILDINGS APPROVED BY DEBENTURE BRANCH, DEPART-
MENT OF EDUCATION, 1926.

ONE-ROOM SCHOOLS

DEPARTMENTAL PLANS—

Plan.	No. of Buildings	Total Cost	Average Cost
A-1 (24 pupils)	1	\$1,785.00	\$1,785.00
A-2 (23 ")	4	7,328.75	1,832.18
A-2-B (23 ")	1	2,500.00	2,500.00
A-3 (24 ")	3	6,419.00	2,139.33
A-5 (39 ")	2	3,600.00	1,800.00
A-5-B (39 ")	1	2,900.00	2,900.00
A-6 (40 ")	1	2,396.00	2,396.00
A-6-A (39 ")	2	4,470.00	2,235.00
A-6-B (40 ")	1	2,501.96	2,501.96
A-8-B (39 ")	1	2,600.00	2,600.00
A-13 (29 ")	1	2,075.00	2,075.00
A-13-B (29 ")	1	2,740.00	2,740.00
A-14 (29 ")	2	5,459.35	2,729.67
A-15 (30 ")	2	3,688.08	1,844.04
A-b-1 (40 ")	4	8,715.25	2,178.81
SPECIAL PLANS prepared by District.....	2	2,343.10	1,171.55
SPECIAL CASES—			
63-C-507 (1 room)	1	2,770.00	2,770.00
63-C-483 (1 ")	1	2,985.00	2,985.00
63-C-482 (1 ")	1	2,686.00	2,686.00
63-C-496 (1 ")	1	2,665.00	2,665.00
63-C-495 (1 ")	1	2,679.00	2,679.00
63-C-499 (1 ")	1	2,978.00	2,978.00
63-C-480 (1 ")	1	2,100.00	2,100.00
63-C-501 (1 ")	1	1,869.00	1,869.00
63-C-513 (1 ")	1	3,400.00	3,400.00

SCHOOLS DESTROYED BY FIRE

Lawndale No. 3099
Ingleview No. 2090
Noble No. 2243

Green Valley No. 1727
Leavitt No. 458
Stony Creek No. 3611

TWO-ROOM SCHOOLS

DEPARTMENTAL PLANS—

Plan.	No. of Buildings	Total Cost	Average Cost
B-1 (80 pupils)	1	\$ 5,600.00	\$5,600.00
B-2-A (80 ")	2	11,006.00	5,503.00
B-3 (80 ")	1	4,765.00	4,765.00
B-4 (80 ")	3	16,340.00	5,446.66
B-5-B (80 ")	1	5,850.00	5,850.00
(With teachers' residence—T-3.)			
SPECIAL PLANS—			
63-C-472 (2 room)	1	4,600.00	4,600.00
63-C-458 (2 ")	1	5,000.00	5,000.00
63-C-459 (Teachers' residence.) (Price includes school and residence.)			

FOUR-ROOM SCHOOLS

SPECIAL PLANS—

Plan.	No. of Buildings	Total Cost	Average Cost
Frame	1	\$18,360.00	\$18,360.00
Brick	1	31,750.00	31,750.00

ADDITIONS, ALTERATIONS, IMPROVEMENTS, ETC.

ADDITIONS AND ALTERATIONS—

Plan	No. of Buildings	Total Cost	Average Cost
One-room additions and alterations	11	\$28,019.35	\$2,547.21
Other additions and alterations	5	4,128.00	825.60
IMPROVEMENTS AND REPAIRS—			
Districts issuing debentures for purpose of improving and repairing school premises	1	700.00	700.00
TEACHERS' RESIDENCES—			
T-3-A	1	800.00	800.00
T-3	1	.....	.....
63-C-459	1	.....	.....
TEMPORARY BUILDINGS—			
A-9-A	1	264.29	264.29
Temporary 1-room, S.D. No. 4214 (Special)	1	800.00	800.00

SUMMARY

New School Buildings—			
One-room schools	38	Teachers' residences	3
Two-room schools	10	Temporary Buildings	2
Four-room schools	2	Improvements and Repairs	1
Additions	16	Buildings destroyed by fire	6

REPORT OF DIRECTOR OF TECHNICAL EDUCATION
AND PRINCIPAL OF THE INSTITUTE OF
TECHNOLOGY AND ART.

(W. G. CARPENTER)

The year has been a progressive one in the development of Technical education in Alberta. A considerable change has taken place in the industrial outlook of the province, and there has developed a more favourable attitude toward vocational training. This has been evidenced by the increased demand for evening school programmes. The Plumbing and Heating Engineers have asked for assistance in the training of apprentices. The Building trades have held conferences on the problem of how to develop adequately their apprentices. Never before has there been such a demand for Home Study courses in such a variety of subjects. The Provincial Institute of Technology has increased its range of influence almost fifty per cent. It has been a very encouraging year.

The Provincial Institute has had remarkable growth in attendance during the year. The enrolment to date has reached 452 for the first half of the year 1926-27, as against 418 for the full year 1925-26, and there is still another group to enrol. The evening class programme has also had a marked increase, there being an enrolment to date of 502 as against 316 for the preceding year. There has been also an increased enrolment in the correspondence department inasmuch as 212 persons have received service in Mining and Steam Engineering as against 154 for 1925.

Two hundred and ninety-seven day students give their home address as some point outside Calgary. This is 65.8 per cent. of

the enrolment. Not all of those giving their home address as Calgary are necessarily permanent residents of the city.

It is the unanimous opinion of the staff that the student body this year is the best the Institute has ever had in ability to appreciate the instruction given and in its general attitude toward the opportunities offered. A splendid spirit of co-operation between the student body and the staff has characterized the year's work. The staff has participated in the programmes given at the students' association meetings, providing the whole programme on one occasion. Games have been organized and played in which staff teams have taken part. The outstanding social event of the year was the students' banquet held on March 5th. The social evenings organized in the fall were splendidly attended by the student body and supervised very closely by a students' committee co-operating with the staff. The athletic life of the student body has been given attention and teams from the Institute were entered in leagues for which they were eligible. The Institute orchestra has practised regularly and given two complete programmes at the weekly meetings of the Students' Association.

No new courses were organized during the year. It had been planned to give Acetylene and Electric Welding, but because of the light enrolment it was thought wiser to confine efforts for this year along these lines to evening class work.

ENROLMENT—OCTOBER, 1925, TO JUNE 30, 1926

Course	Day	Evening	Corres- pondence	Total
Armature Winding	..	27	...	27
Automotive Electricity	21	26	...	47
Drafting	17	40	...	57
Dressmaking and Millinery	43	...	...	43
Electrical Engineering	94	26	...	120
Farm Mechanics and Construction	25	...	...	25
Machine Shop	3	34	...	37
Mining	1	...	24	25
Motor Mechanics	71	39	...	110
Steam Engineering	35	39	130	204
Telegraphy	20	18	...	38
Tractor Engineering	88	...	...	88
Industrial Art	...	16	...	16
Dyers and Cleaners	...	7	...	7
Oil Chemistry	...	29	...	29
Auto Drivers	...	15	...	15
	418	316	154	888

Owing to the demand made upon the shop accommodation a wing 150'x70' was erected at a cost of approximately \$40,000. This shop is made to give much-needed room to the motor mechanics department, which now is housed in a garage 100'x70' in dimension. Adjoining the two spacious shops are the automotive electric and the vulcanizing and welding departments. This removal of the motor department from the main shop makes additional room available for the other courses. This is a great improvement in all respects. Notwithstanding this, every department, with the exception of the steam engineering, has taken up the space allotted to it to capacity. There would be no difficulty in filling an

additional wing equal in size to the one erected this year if it were available for the fall of 1927.

The first summer courses were offered at the Institute during the year, opening July 5th and closing August 6th. There were 51 persons enrolled, of whom 21 were females and 30 males. The work was exclusively practical, no lecture work being given except the explanations coming up incidentally in connection with shop jobs. Some very fine work was done without any significant expense, excepting the maintenance allowance to one instructor. The enrolments were as follows:

Sewing	17
Cooking	13
Auto Mechanics	22
Electricity	23
Woodwork	7
Machine Shop	2
Art	4
Drafting	2
Total	90

The Evening Classes organized in the fall of 1926 were well patronized. Instruction was offered in 21 subjects. To accommodate those who enrolled it was necessary to organize 28 classes, some meeting at six o'clock and running to eight, when their places were taken by others continuing until 10. A particularly pleasing feature of the enrolment in these classes was the number who came from industrial vocations with the view of improving themselves on their daily jobs. An excellent staff of instructors carried on the work with generally good satisfaction.

The enrolment in these classes was as follows:

Welding—Acetylene and Electric	30
Steam Engineering Mathematics	15
Senior Radio for Salesmen	15
Auto Mechanics	45
Electricity	40
Car Owners and Emergency	44
Art—Still Life and Figure	22
Plumbing and Heating	18
Automotive Electricity	24
Sheet Metal Drafting	18
Caretakers Firing	31
Mechanical Drafting	18
Building Construction	13
Show Cards and Posters	31
Geology and Prospect	14
Steam Theory III Class	12
Petroleum Chemistry	14
Telegraphy	27
Armature Winding	17
Machine Shop	48
Tractor Service	6
Total	502

The Plumbing and Heating Class contains all the plumbing apprentices in Calgary. The work is carried on with the assistance of a co-operating committee composed of two appointees from the Plumbing and Heating Engineers and two from the Union of Journeymen Plumbers, meeting with the management of the Institute. A programme of instruction has been drafted to cover three winters' work for these apprentices. The Builders' Association is desirous of effecting a similar organization for the general building trades.

During the summer the Director was privileged to attend a conference of vocational directors for the Southern States held at

Black Mountain, North Carolina. About 100 men and women directing technical education were present, and two weeks were spent in canvassing the problems of technical and vocational education. An optimistic outlook was presented by the officers of the Federal Board on Vocational Training, under whose direction the conference was conducted. Careful consideration of costs was impressed as being imperative. Plans for co-operating with actual conditions existing in the community for which the programme was designed were worked out. Evening school and part-time education along vocational lines were advocated. The most effective vocational training is given when the learner is actually contacting with his jobs.

A visit was made to Tuskegee Institute, which proved a wonderful inspiration. Numerous schools were visited on the return journey. It was a very profitable experience.

Evening class programmes have been carried out in the following centres: Calgary, Edmonton, Lethbridge, Medicine Hat, Canmore, Drumheller, Rosedale, Mercoal and Taber.

It would not be proper to close this report without expressing appreciation for the heartiest co-operation of the press of Calgary in forwarding the interests of vocational education. The following sentence taken from an editorial in the Calgary *Albertan* expresses the attitude of the press toward the Institute of Technology: "The Institute is proving to be what those who advocated its establishment anticipated—a university of the people."

GENERAL STATISTICS.

(L. V. HALL, *Statistician*)

Our conclusions are based on facts furnished by teachers, secretaries of school districts and official auditors. These officials would be well advised to exercise more precision in the compilation of their returns, as the cost of the preparation of our statistics continues to be excessive.

The total enrolment in the publicly controlled elementary and secondary schools was 147,796 in the year 1925. In 4,803 rooms or departments in 3,041 school districts the enrolment was 150,526 in the year 1926. Of this enrolment 51,045 were in 66 city and town school districts, 5,375 in 13 separate school districts, and 25,135 were in rooms of other graded schools.

The total number of rooms in 323 graded schools was 2,085. There were 6,601 pupils in 185 rooms in 66 consolidations, and 8,179 pupils in 233 rooms of 116 rural graded schools. There was a marked increase in the number of pupils in attendance in the rural graded schools. There were 68,971 pupils in 2,718 one-room schools.

The average monthly percentage of attendance was 86.56 of the monthly enrolment. Comparison with previous years will be found in table 23.

The increase in enrolment in the upper grades as compared with the lower grades since 1912 (the year in which the twelve grade system was introduced) may be seen in the following table:

PERCENTAGE OF ENROLMENT

Year	Grade I	Grades IX to XII	Grades VII to XII
1912.....	32.24	3.92	14.65
1913.....	32.08	4.09	14.50
1914.....	29.86	4.44	15.51
1915.....	25.54	5.38	17.19
1916.....	25.14	5.81	18.06
1917.....	24.87	5.62	18.45
1918.....	25.41	6.22	19.42
1919.....	26.05	6.52	20.39
1920.....	24.93	6.74	21.31
Jan.-June 1921.....	25.24	6.04	18.94
1921-1922.....	22.81	7.53	21.26
1922-1923.....	20.87	8.29	22.73
1923-1924.....	19.51	9.13	23.39
1924-1925.....	18.23	9.95	24.23
1925-1926.....	17.68	9.60	24.82

The percentage of pupils enrolled in Grade I in the year 1926 was lower than in any previous year, while the percentage of pupils from Grade VII to XII inclusive was higher than in the past. By referring to Table 2 it will be observed that there has been a decrease in the actual number enrolled in Grade I. This decrease is probably explained by the fact that practically all schools have discontinued the practice of enrolling beginners' classes during the spring term.

The distribution of pupils by grade, leaving school at the age of 15 years since 1919 by percentage, was as follows:

Year	Grades					
	I	II	III	IV	V	VI
1919.....	2.20	2.30	2.20	4.80	7.70	12.90
1920.....	.91	1.21	2.06	4.23	7.04	13.20
Jan.-June 1921.....	1.12	1.05	3.92	6.09	9.91	16.84
1921-1922.....	1.14	1.61	3.59	7.02	11.28	16.52
1922-1923.....	1.08	1.01	3.99	5.62	8.68	13.08
1923-1924.....	.54	.90	2.46	3.36	5.47	9.06
1924-1925.....	.39	.81	2.13	3.65	6.33	8.57
1925-1926.....	.15	.35	1.16	2.10	6.65	10.21
Average for 8 years.....	.94	1.15	2.69	4.61	7.88	12.55

Year	Grades					
	VII	VIII	IX	X	XI	XII
1919.....	29.10	26.60	8.40	3.10	2.00	.40
1920.....	17.10	29.98	12.14	5.92	3.41	2.80
Jan.-June 1921.....	19.16	33.55	6.65	1.47	.24	.....
1921-1922.....	19.29	29.79	6.59	2.34	.81	.02
1922-1923.....	18.97	28.50	11.90	4.59	2.18	.40
1923-1924.....	20.94	32.87	14.48	7.36	2.47	.07
1924-1925.....	20.45	34.94	12.60	7.19	2.84	.10
1925-1926.....	17.24	34.69	15.20	10.53	1.46	.26
Average for 8 years.....	20.28	31.36	10.99	5.31	1.92	.50

There continues to be a marked decrease in the percentage of pupils leaving school in the lower grades at the age of 15 years.

The average number of days of operation in ungraded schools was 184.7 and in graded schools 193.83. In the ungraded schools the pupils on an average attended 125.77 days and in graded schools 152.58 days.

At the 1926 Session of the Legislature provision was made for special assistance to districts which have small assessments. This legislation came into effect on April 1, 1926, and before the close of the year \$61,940.80 had been paid as an additional grant to 697 districts having an assessed value of less than \$75,000 per teacher. The total amount of grants paid to all school districts in 1926 was \$1,164,104.87, being \$61,762.40 in excess of that of 1925.

Provision for secondary education for children in rural areas has been one of the most difficult problems this province has had to face. It was thought that the work of the first year could be done satisfactorily in the one-room rural school. The figures immediately following would seem to indicate that in the opinion of rural people themselves the solution does not lie along that line.

In 1925 grants for work of secondary grade totalling \$28,000.00 were paid to 700 one-room schools. Last year, however, the amount of this grant dropped to \$23,000.00 and was paid to less than 650 such schools. On the other hand, grants to senior rooms of rural graded schools increased from \$42,000.00 to \$49,000.00. Similarly grants on account of secondary school work in town, village and consolidated schools increased from \$149,000.00 to \$155,000.00.

Over 200 school districts which were sending their pupils to the schools of other districts (Section 208 of the School Act) received during the year 1925 a grant of \$18,296.64, and in 1926 the sum of \$20,176.24.

During the year 1925 there was paid to the various school districts where land was held under grazing lease or permit \$35,000.00, and in 1926 these districts received \$31,996.00.

The cost of education per pupil will be found in Tables 29 and 30.

Nearly 100 School Fairs were held in the autumn of 1926. More than 24,000 pupils competed from over 1,000 schools. The number of entries exceeded 92,000, thus indicating a lively interest in this phase of our work.

TABLE 1.
CLASSIFICATION OF PUPILS.

Grades	No. of Pupils June 30, 1925	Per cent. of enrolment	No. of Pupils June 30, 1926	Per cent. of enrolment
I	26,952	18.23	26,611	17.68
II	18,169	12.29	18,228	12.11
III	18,953	12.82	18,988	12.61
IV	17,976	12.16	17,939	11.92
V	15,922	10.77	16,893	11.22
VI	14,015	9.49	14,518	9.65
VII	10,744	7.28	11,917	7.92
VIII	10,352	7.	10,979	7.29
IX	7,034	4.76	6,530	4.34
X	3,855	2.61	4,463	2.96
XI	2,959	2.	2,467	1.64
XII	865	.59	993	.66
Totals....	147,796	100.	150,526	100.
Elementary Grades	133,083	90.05	136,073	90.40
Secondary Grades	14,713	9.95	14,453	9.60

Percentage of enrolment in Secondary Grades was 9.95 in 1925 and 9.60 in 1926. Private School Pupils are included in this table.

TABLE 2.
COMPARATIVE STATEMENT OF ATTENDANCE AND CLASSIFICATION OF PUPILS IN GRADED AND UNGRADED SCHOOLS.

	Graded Schools	Ungraded Schools
Number of Pupils enrolled	81,555	68,971
Aggregate days' attendance of Pupils	12,445,595.5	8,674,555.5
Daily average attendance of Pupils.....	64,918.03	46,009.79
Percentage of attendance of total enrolment	79.59	66.71
Average number of days attended per Pupil	152.58	125.77
Average length of school year.....	193.83	184.70
CLASSIFICATION: Grade I	11,537	15,074
II	9,160	9,068
III	9,349	9,639
IV	9,099	8,840
V	9,034	7,859
VI	8,012	6,506
VII	6,880	5,037
VIII	6,023	4,956
IX	4,965	1,565
X	4,084	379
XI	2,420	47
XII	992	1
Total Attendance.....	81,555	68,971

The percentage of attendance of total enrolment shows an increase over the previous year in both graded and ungraded schools. The time lost by Pupils is less than last year. Ungraded Schools are one-roomed schools and for the most part Rural.

TABLE 3.
AVERAGE AGE OF PUPILS.

Grade I	7.2
Grade II	8.3
Grade III	9.4
Grade IV	10.4
Grade V	11.6
Grade VI	12.3
Grade VII	13.2
Grade VIII	14.5
Grade IX	15.4
Grade X	16.4
Grade XI	17.2
Grade XII	18.2

TABLE 4.

Age	Total No. of Pupils	Percentage of enrolment
5 years and under	512	.35
6 years	8,127	5.10
7 years	15,219	10.12
8 years	16,395	10.83
9 years	16,273	10.81
10 years	16,213	10.78
11 years	16,310	10.84
12 years	15,230	10.12
13 years	13,496	8.97
14 years	12,555	8.34
15 years	9,512	6.32
16 years	5,514	3.67
17 years	3,015	2.01
18 years	1,304	.87
19 years	519	.35
20 years	184	.12
21 years and over	148	.10
Total.....	150,526	100.

The compulsory age limit in Alberta is 15 years, but 7.12 per cent. of enrolled pupils were over 15 years of age.

TABLE 5a.
GRAPH I.
DISTRIBUTION OF PUPILS

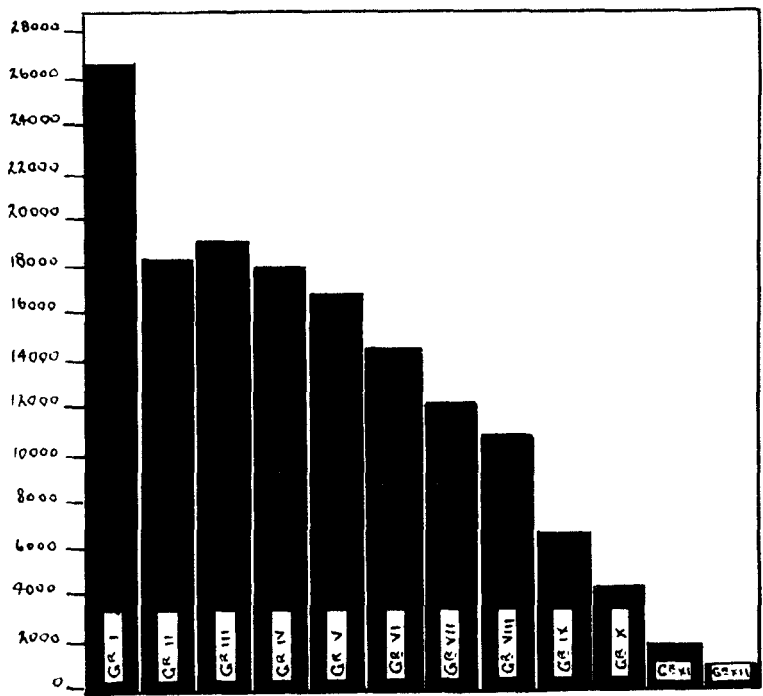


TABLE 6.

TABLE SHOWING NUMBER AND PERCENTAGES IN EACH GRADE UNDER AGE, NORMAL, AND OVER AGE

Grades	Number in each Grade			Total in each Grade	Per cent. in each Grade		
	Under Age	Normal	Over Age		Under Age	Normal	Over Age
I	512	18,234	7,865	26,611	1.92	68.53	29.55
II	281	11,298	6,649	18,228	1.54	62.99	36.47
III	518	10,558	7,912	18,988	2.73	55.61	41.66
IV	545	9,307	8,087	17,939	3.03	51.89	45.08
V	602	8,736	7,555	16,893	3.56	51.71	44.73
VI	618	7,840	6,060	14,518	4.25	54.01	41.74
VII	660	6,118	5,139	11,917	5.53	51.34	48.13
VIII	847	6,042	4,090	10,979	7.71	55.04	37.25
IX	527	3,739	2,264	6,530	8.07	57.26	34.67
X	569	2,524	1,370	4,463	12.75	56.33	30.92
XI	279	1,410	778	2,467	11.31	56.75	31.94
XII	153	611	229	993	15.41	61.63	22.96
Totals	6,111	86,417	57,998	150,526	4.06	57.41	38.53

This is a recapitulation of Table 5. There is a decrease in the number of pupils over age and behind in their grades, as compared with the previous year. Pupils lose a great number of days even when schools are in operation, as is shown in Table 22.

TABLE 7.

The following is the number of Pupils leaving school at the age of 15 years:

Grade I	5
Grade II	12
Grade III	40
Grade IV	72
Grade V	228
Grade VI	350
Grade VII	591
Grade VIII	1,189
Grade IX	521
Grade X	361
Grade XI	50
Grade XII	9
Total	3,428

There is a decrease in the number of Pupils, both Elementary and Secondary, leaving school at the age of 15 years, as compared with the previous year.

TABLE 8.

The following is the percentage of the total enrolment leaving school at the age of 15 years:

Grade I	.003
Grade II	.008
Grade III	.03
Grade IV	.05
Grade V	.15
Grade VI	.23
Grade VII	.39
Grade VIII	.79
Grade IX	.35
Grade X	.24
Grade XI	.03
Grade XII	.006
Total	2.277

There continues to be a decrease here over the previous year.

TABLE 9.

The following is the percentage of the total leaving school at the age of 15 years:

Grade I	.15
Grade II	.35
Grade III	1.16
Grade IV	2.10
Grade V	6.65
Grade VI	10.21
Grade VII	17.24
Grade VIII	34.69
Grade IX	15.20
Grade X	10.53
Grade XI	1.46
Grade XII	.26
Total	100.

TABLE 10.

The following is the percentage of each grade leaving school at the age of 15 years:

Grade I	.02
Grade II	.07
Grade III	.21
Grade IV	.40
Grade V	1.35
Grade VI	2.41
Grade VII	4.96
Grade VIII	10.83
Grade IX	7.98
Grade X	8.08
Grade XI	2.03
Grade XII	.90

There is a decrease of nearly four hundred pupils leaving school in Elementary Grades this year as compared with the previous year, and a slight decrease in Secondary Grades.

TABLE 11.

TABLE SHOWING ATTENDANCE OF PUPILS MONTH BY MONTH DURING THE YEAR JULY 1, 1925-JUNE 30, 1926.

Month	Possible Aggregate	Actual Aggregate	Percentage of Attendance per Month
July	277,562.5	234,567	84.51
August	335,106	271,426.5	80.99
September	2,486,358.5	2,159,770	86.86
October	2,588,041	2,277,638.5	88.01
November	2,302,719.5	2,060,863	89.49
December	1,958,282	1,788,951	91.30
January	2,287,466	1,887,158.5	82.50
February	2,244,512	1,996,237.5	88.94
March	2,691,231.5	2,311,889.5	85.90
April	2,023,143	1,729,761.5	85.49
May	2,444,504	2,155,024	88.16
June	2,595,700.5	2,246,864	86.56
Average monthly percentage of attendance			86.56

Week by week attendance records would be very difficult to secure, but would be of more value than the monthly ones. This statement is more nearly correct than is a yearly one.

TABLE 12.

GRAPH II.

DIAGRAM SHOWING COMPARISON BETWEEN POSSIBLE AGGREGATE
ATTENDANCE & ACTUAL AGGREGATE ATTENDANCE SHOWING VARIATION BY MONTHS

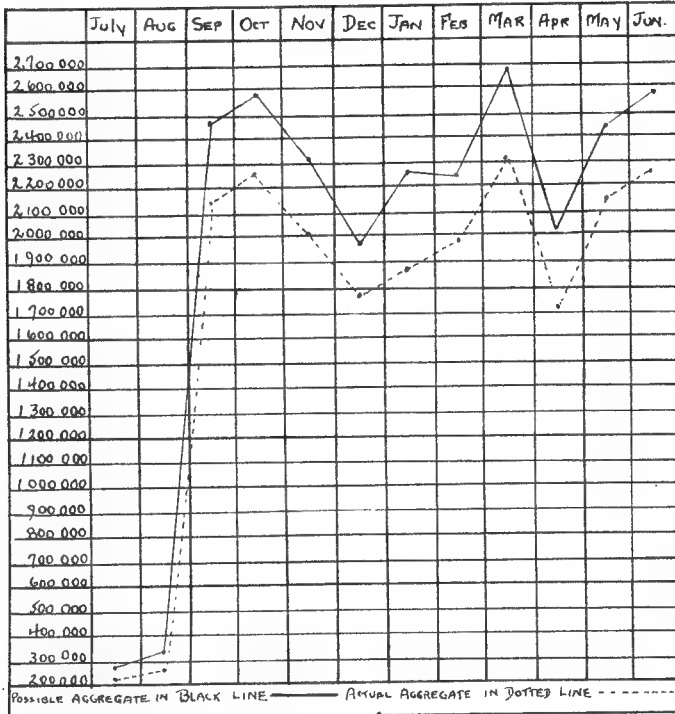


TABLE 13.
SCHOOL DISTRICTS.

School Districts in existence December 31, 1925, including units in consolidations	3,361
Consolidations in existence December 31, 1925.....	67
Number of school district units in such consolidations.....	214
Number of school districts erected during the year 1926:	
Public	39
Separate	1
Number of school districts disorganized during the year 1926:	
Public	8
Total number of school districts in Province December 31, 1926, including the units in consolidation	3,393
Number of consolidated school districts disorganized during the year 1926	2
Number of consolidated school districts in existence December 31, 1926	65
Number of school district units in consolidation December 31, 1926	210
Number of Rural High schools in Province December 31, 1925.....	2
Number of Rural High schools erected during the year 1926.....	3
Number of Rural High schools in Province December 31, 1926.....	5
Number of units in Rural High schools December 31, 1926.....	27

To obtain the number of School Districts which could actually operate, deduct 210 from 3,393 and add 65. The five Rural High Schools could also be added as they are schools admitting pupils from 27 different school districts. These are, however, districts within districts.

TABLE 14.
ATTENDANCE OF PUPILS

Number of Pupils attending school during the year	150,526
Number of Boys	75,102
Number of Girls	75,424
Total aggregate attendance for the year.	21,120,151
Total average attendance for the year.....	110,927.82

The average number of Pupils enrolled per room was 31.3, which is slightly higher than in the previous year. The average attendance per room was 23.1 this year as compared with 22.3 a year ago.

TABLE 15.
PERIOD OF ATTENDANCE OF PUPILS DURING THE YEAR IN CITY,
TOWN, VILLAGE AND RURAL SCHOOLS

	City and Town	Village	Rural	Total
Less than 20 days	857	726	3,142	4,725
Between 20 and 39 days	1,270	1,310	5,178	7,758
Between 40 and 59 days.....	1,652	1,540	6,062	9,254
Between 60 and 79 days.....	1,464	1,208	3,867	6,539
Between 80 and 99 days.....	1,228	1,101	4,129	6,458
Between 100 and 119 days.....	1,705	1,559	5,135	8,399
Between 120 and 139 days.....	2,165	1,740	5,954	9,859
Between 140 and 159 days.....	3,289	2,791	8,852	14,932
Between 160 and 179 days.....	9,170	6,861	14,017	30,048
Between 180 and 199 days.....	27,865	11,479	11,430	50,774
200 days and over	380	195	1,205	1,780
Totals.....	51,045	30,510	68,971	150,526

Of the pupils enrolled 54 per cent. attended over 160 days, which is an increase of 2 per cent. over the previous year. This is partly due to the fact that the average length of the school year was slightly greater than last year. (See Table 22.)

TABLE 16.
TABLE SHOWING ATTENDANCE IN TOWN SCHOOLS DURING
THE YEAR.

Schools	Enrolment	Average Attendance	Av. Monthly Percentages
St. Albert	158	118.65	90.6
Edmonton	13,970	11,732.77	92.4
Calgary	13,990	11,709.86	91.7
Thibault	163	128.97	95.7
MacLeod	391	314.15	92.3
Lethbridge	2,459	2,074.16	93.2
Medicine Hat	2,680	2,265.41	93.5
Fort Saskatchewan	267	209.40	89.7
National Park	419	319.39	87.6
Gleichen	219	179.34	92.2
Red Deer	692	561.01	91.7
Pincher Creek	275	223.77	90.9
High River	127	353.43	91.9
Okotoks	248	191.08	92.9
Innisfail	332	241.26	85.
Olds	302	249.94	90.8
Lacombe	384	308.34	90.9
Wetaskiwin	517	447.74	91.3
Leduc	306	231.12	90.8
Ponoka	308	232.69	89.4
Cardston	760	623.59	93.6
Magrath	487	386.86	91.2
Blairmore	540	454.63	93.4
Didsbury	273	209.56	89.1
Raymond	666	499.73	87.9
Clareholm	379	292.82	90.5
Athabasca	141	113.21	92.1
Irvine	87	56.09	83.9
Taber	598	433.38	88.1
Stavelly	133	96.12	88.8
Coleman	725	577.27	90.2
Granum	141	102.13	86.7
Camrose	667	544.72	90.5
Vermilion Centre	393	291.98	89.8
Stettler	438	342.32	89.4
New Vegreville	415	317.79	86.7
Daysland	195	156.44	93.8
Strathmore	201	158.72	89.7
Wainwright	295	222.31	89.8
Hardisty	188	154.70	89.8
Vulcan	261	214.63	91.
Tofield	211	161.37	88.5
Carmangay	132	100.29	89.9
Brooks	172	123.79	88.2
Bassano	215	167.63	89.5
Castor	210	159.41	87.4
Redcliffe	295	235.84	91.1
St. Paul	367	293.57	92.1
Beverley	269	204.21	89.9
Edson	381	298.78	89.3
Coronation	197	153.62	88.2
Drumheller	1,281	895.01	88.
Big Valley	296	231.13	87.6
Peace River	168	122.15	85.2
Hanna	484	322.24	89.
Grouard	143	115.30	91.2
Calgary R.C.S.	1,376	1,129.28	90.4
Edmonton R.C.S.	2,379	1,864.16	91.3
Holy Cross R.C.S.	52	40.47	90.5
Lethbridge R.C.S.	584	499.45	93.5
Sacred Heart R.C.S.	67	54.85	91.5
St. Martin's R.C.S.	130	88.35	88.2
North Red Deer R.C.S.	123	96.05	92.8
St. Michael's R.C.S.	157	114.14	94.
St. Louis R.C.S.	203	164.85	96.3
Thereseetta R.C.S.	102	60.93	87.8

Average of monthly percentages of Town schools during the year
for the months actually operated..... 89.85

This shows a slight increase over the previous year.

TABLE 17.
TABLE SHOWING THE NUMBER OF SCHOOLS IN OPERATION
AND DAYS ACTUALLY OPERATED DURING THE YEAR

	City and Town	Village	Rural	Total
Over 210 days	..	1	173	174
210 days and over 200	9	47	521	577
200 days and over 180	57	188	875	1,120
180 days and over 160	..	6	404	410
160 days and over 140	..	2	228	230
140 days and over 120	..	3	168	171
120 days and over 100	..	1	125	126
100 days and over 80	..	..	98	98
80 days and over 60	..	1	63	64
60 days and over 40	..	1	54	55
40 days and over 20	..	1	7	8
20 days and less	..	..	8	8
Totals.....	66	251	2,724	3,041

During the year, 75 per cent. of the schools operated over 160 days as against 72.7 per cent. in the previous year.

TABLE 20.
NUMBER OF SCHOOLS IN OPERATION AS AT JUNE 30, 1925, AND
JUNE 30, 1926, AND NUMBER OF DEPARTMENTS IN EACH.

Schools Having	Total Schools		Total Departments	
	June, 1925	June, 1926	June, 1925	June, 1926
1 Department	2,727	2,718	2,727	2,718
2 Departments	142	154	284	308
3 "	54	58	162	174
4 "	41	37	164	148
5 "	19	22	95	110
6 "	9	8	54	48
7 "	6	8	42	56
8 "	7	4	56	32
9 "	4	7	36	68
10 "	4	4	40	40
11 "	2	2	22	22
12 "	..	2	..	24
13 "	6	4	78	52
14 "	1	1	14	14
15 "	1	2	15	30
16 "	2	2	32	32
17 "	1	1	17	17
26 "	1	..	26	..
27 "	..	1	..	27
36 "	..	1	..	36
37 "	1	..	37	..
58 "	1	..	58	..
59 "	..	1	..	59
62 "	1	..	62	..
65 "	1	..	65	..
66 "	..	1	..	66
67 "	..	1	..	67
318 "	1	..	318	..
319 "	..	1	..	319
341 "	..	1	..	341
355 "	1	..	355	..
Totals	3,033	3,011	4,759	4,803

TABLE 18.

GRAPH III.

SCHOOLS IN OPERATION 1925-26

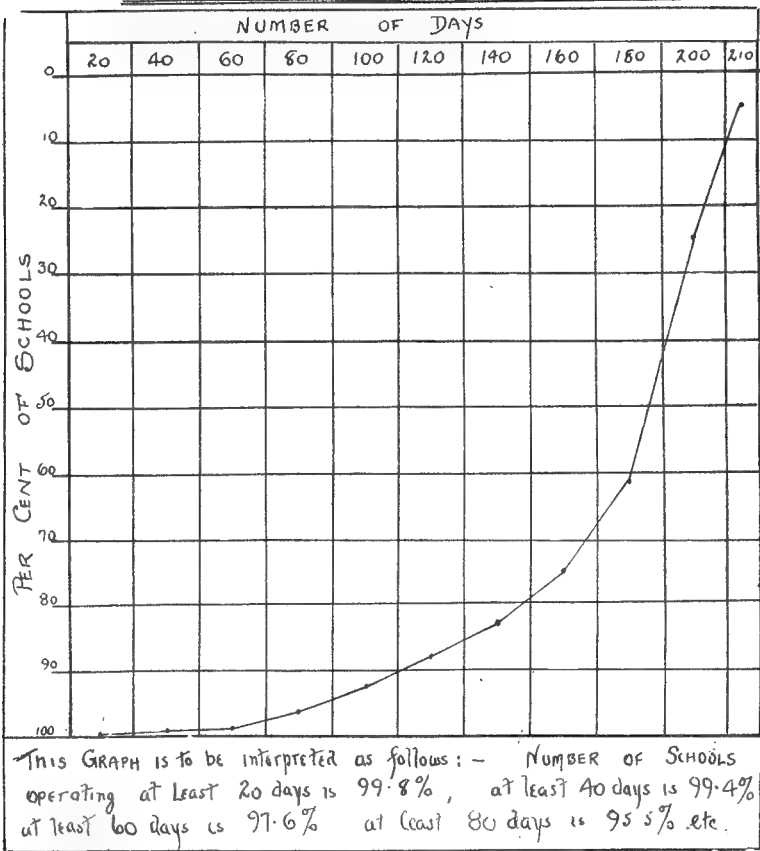


TABLE 19.
GRAPH IV.

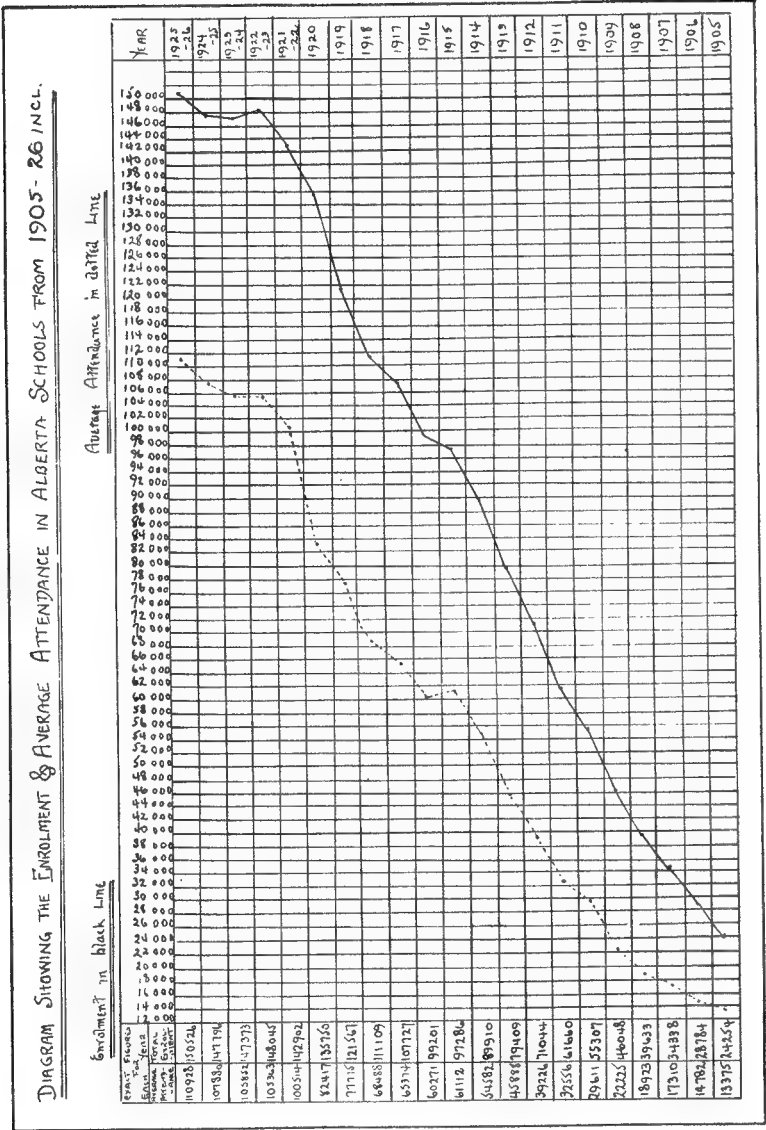


TABLE 21.

GRAPH V.

DIAGRAM SHOWING AVERAGE NUMBER OF PUPILS PER ROOM IN
ALBERTA SCHOOLS FROM 1905-26

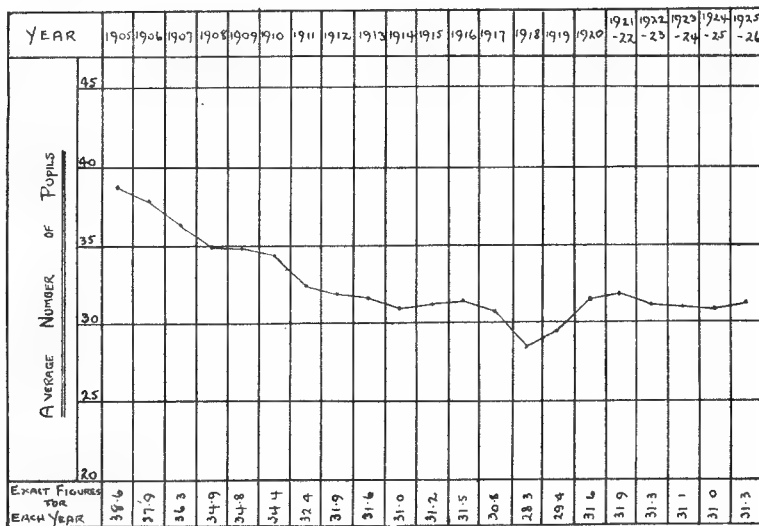


TABLE 22.

	1924-25	1925-26
1. Aggregate number of days attended during the year	20,306,182.5	21,120,151
2. Average number attending each day ..	107,880.16	110,927.82
3. Average monthly percentage of attendance	87.44	86.56
4. Average number of days school was open during the year	184.71	187.65
5. Average number of days pupils attended during the year	138.07	140.31
6. Average number of days lost by pupils during the year	71.93	69.69
7. Percentage proportionate of total attendance to average attendance ..	72.99	73.69
8. Percentage proportionate of Secondary to Elementary grades	11.05	10.59

The length of the school year shows an increase over the previous year. The number of days attended by pupils also shows an increase. The number of days lost by pupils is based on a school year of 210 days. The actual time lost by pupils is nearly 25 per cent. of the time schools were in operation. Schools of Cities and Towns operated less than 200 days for the most part. Grades I to VIII are Elementary and Grades IX to XII are Secondary.

The percentage proportionate of total attendance to average attendance also shows a slight increase. The percentage proportionate of Secondary to Elementary grades shows a decrease of .46 per cent. and the average monthly percentage of attendance has decreased .88 per cent.

TABLE 23.

TABLE SHOWING PARTICULARS RE SCHOOL DISTRICTS,
SCHOOLS IN OPERATION, ETC., OF ALL SCHOOLS
FROM 1905 TO 1926 (inclusive).

Year	No. of School Districts in existence	No. of School Districts in operation	No. of rooms in operation	Percentage of S.D. in operation	Average length of school year	Average monthly percentage of attendance
1905	602	476	628	79.07	174.4	...
1906	746	570	760	76.41	183.2	...
1907	902	694	945	76.94	159.6	...
1908	1,070	851	1,135	79.53	160.	...
1909	1,250	970	1,323	77.60	163.2	...
1910	1,501	1,195	1,610	79.60	158.3	...
1911	1,781	1,392	1,902	77.90	157.	...
1912	2,029	1,600	2,229	78.85	178.8	...
1913	2,235	1,705	2,511	71.81	178.3	...
1914	2,360	2,027	2,898	85.89	181.4	...
1915	2,478	2,138	3,032	86.36	181.5	...
1916	2,598	2,170	3,143	83.53	184.1	...
1917	2,773	2,471	3,497	89.11	182.5	...
1918	2,964	2,766	3,933	93.32	180.5	82.53
1919	3,106	2,796	4,128	90.02	180.2	82.51
1920	3,215	2,826	4,289	87.90	183.	82.76
1921-22	3,367	2,861	4,185	85.27	187.7	85.61
1922-23	3,388	2,995	4,729	88.40	184.6	86.42
1923-24	3,409	3,034	4,742	89.	184.7	87.25
1924-25	3,431	3,033	4,759	88.40	184.7	87.44
1925-26	3,458	3,041	4,803	87.91	187.6	86.56

This comparative table demonstrates how rapid has been Alberta's growth.

It shows that in 1926 there were over six times as many districts in operation as in 1905, and the increase in rooms in operation has increased 7.7 times.

The regularity of attendance dropped .88 per cent. during 1926, as compared with 1925. The data in this regard are not available prior to 1918.

TABLE 24.

GRAPH VI.

DIAGRAM SHOWING NUMBER OF SCHOOL DISTRICTS IN EXISTENCE; NUMBER OF SCHOOLS OPERATING & NUMBER OF ROOMS IN OPERATION IN ALBERTA SCHOOLS FROM 1905-26 INCL.

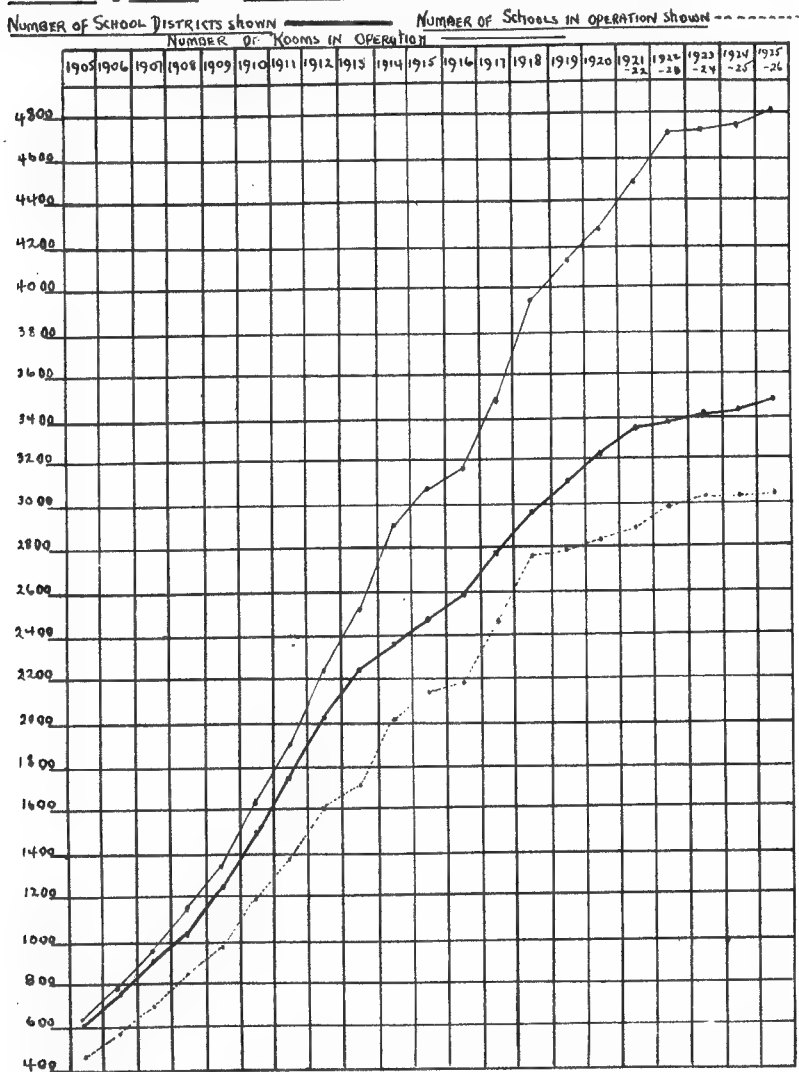


TABLE 25.

RECEIPTS AND DISBURSEMENTS.

SUMMARY OF RECEIPTS AND DISBURSEMENTS OF SCHOOL DISTRICTS
FOR THE YEAR 1925.

RECEIPTS.

Cash on hand January 1, 1925.....	\$1,315,182.41
Proceeds from Debentures	357,103.33
Taxes collected	8,197,097.98
Government Grants	1,084,878.75
Pupils' fees	105,651.10
Borrowed by Note	1,130,357.13
Amount advanced by Treasurers.....	5,233.59
Received from other sources	254,068.81
	<u>\$12,449,573.10</u>

DISBURSEMENTS.

Teachers' Salaries	\$ 5,477,156.27
Official Salaries	276,518.53
Paid on Debentures	1,225,741.02
Paid on Notes (Renewals and Interest).....	1,269,913.43
School Buildings and Repairs	630,376.90
School Grounds	113,938.68
School Furniture	117,050.61
Library and Reference Books	19,734.38
Apparatus and Equipment	45,334.40
Supplies and Stationery	205,501.20
Caretaking and Fuel	745,871.61
Insurance	63,667.78
Other Disbursements	635,985.47
Balance on hand December 31, 1925.....	1,622,782.82
	<u>\$12,449,573.10</u>

TABLE 26.

COMPARATIVE STATEMENT SHOWING RECEIPTS AND DISBURSE-
MENTS OF TOWN, VILLAGE AND RURAL SCHOOL
DISTRICTS FOR THE YEAR 1925.

RECEIPTS	Town and Village Districts	Rural Districts
Cash on hand January 1, 1925.....	\$ 562,271.64	\$ 752,910.77
Proceeds from Debentures	291,216.62	65,886.71
Taxes collected	5,220,734.84	2,976,863.14
Government Grants	604,360.78	480,517.97
Pupils' fees	76,024.36	29,626.74
Borrowed by Note	706,849.94	423,507.19
Amount advanced by Treasurers.....	1,606.12	3,627.47
Received from other sources.....	195,194.99	58,873.82
Total.....	<u>\$7,658,259.29</u>	<u>\$4,791,313.81</u>
DISBURSEMENTS		
Teachers' Salaries	\$3,256,013.91	\$2,221,142.36
Official Salaries	144,141.39	132,377.14
Paid on Debentures	1,025,180.97	200,560.05
Paid on Notes (Renewals and Interest).....	787,822.69	482,090.74
School Buildings and Repairs	428,144.52	202,232.38
School Grounds	63,093.92	50,844.76
School Furniture	54,262.11	62,788.50
Library and Reference Books.....	6,689.27	13,045.11
Apparatus and Equipment	21,500.59	23,833.81
Supplies and Stationery	136,867.38	68,633.82
Caretaking and Fuel	511,762.02	234,109.59
Insurance	37,241.66	26,426.12
Other Disbursements	401,165.74	234,819.73
Balance on hand December 31, 1925.....	784,373.12	838,409.70
Total.....	<u>\$7,658,259.29</u>	<u>\$4,791,313.81</u>

TABLE 27.

**COMPARATIVE STATEMENT SHOWING ASSETS AND LIABILITIES
OF TOWN, VILLAGE AND RURAL SCHOOL DISTRICTS
FOR THE YEAR 1925.**

ASSETS	Town and Village Districts	Rural Districts
Cash on hand	\$ 784,373.12	\$ 838,409.70
Arrears of Taxes due	3,001,974.10	2,975,259.97
Estimated Value of Land and Building.....	14,312,273.86	4,339,040.80
Estimated Value of Furniture and Apparatus	1,498,146.14	1,063,816.67
Estimated Value of School Libraries.....	119,820.49	246,292.71
Other Assets	561,457.36	147,389.85
Total.....	\$20,278,045.07	\$9,610,209.70
LIABILITIES		
Teachers' Salaries	\$ 26,650.40	\$ 71,026.76
Debenture Indebtedness	9,934,718.45	959,537.83
Outstanding Accounts	797,261.46	824,943.51
Amount due Treasurers	606.85	2,855.30
Excess of Assets over Liabilities.....	9,518,807.91	7,751,846.30
Total	\$20,278,045.07	\$9,610,209.70

TABLE 28.

**SUMMARY OF ASSETS AND LIABILITIES OF ALL SCHOOL
DISTRICTS FOR THE YEAR 1925.**

ASSETS	
Cash on hand	\$ 1,622,782.82
Arrears of Taxes due.....	5,977,234.07
Estimated Value of Land and Buildings.....	18,651,314.66
Estimated Value of Furniture and Apparatus	2,561,962.81
Estimated Value of School Libraries.....	366,113.20
Other Assets	708,847.21
Total.....	\$29,888,254.77
LIABILITIES	
Teachers' Salaries	\$ 97,677.16
Debenture Indebtedness	10,894,256.28
Outstanding Accounts	1,622,204.97
Amount due Treasurers	3,462.15
Excess of Assets over Liabilities.....	17,270,654.21
Total.....	\$29,888,254.77
Total Insurance of Property.....	\$14,616,306.01

School District property is well protected by Insurance. The excess of Assets over Liabilities shows over a million and a half dollars increase over the previous year.

TABLE 29.
COMPARATIVE COST OF EDUCATION.

	1924-25	1925-26
IN ALL SCHOOLS:		
Cost per Pupil per year according to enrolment.....	\$59.27	\$59.12
Cost per Pupil per year according to average attendance	81.20	80.49
Average cost per Pupil for each day in attendance..	.432	.421
IN UNGRADED SCHOOLS:		
Cost per Pupil per year according to enrolment.....	52.52	53.06
Cost per Pupil per year according to average attendance	80.09	79.32
Average cost per Pupil for each day in attendance..	.436	.429
IN GRADED SCHOOLS:		
Cost per Pupil per year according to enrolment.....	64.92	64.52
Cost per Pupil per year according to average attendance	81.98	81.35
Average cost per Pupil for each day in attendance..	.427	.419
IN TOWN AND VILLAGE SCHOOLS:		
Cost per Pupil per year according to enrolment.....	52.75	51.59
Cost per Pupil per year according to average attendance	69.63	68.33
Average cost per Pupil for each day in attendance..	.390	.353
IN CITY SCHOOLS:		
Cost per Pupil per year according to enrolment.....	78.84	73.66
Cost per Pupil per year according to average attendance	94.18	88.19
Average cost per Pupil for each day in attendance..	.476	.455

This table shows a decrease in the cost of operation in all schools for the year 1925-26. There is a marked decrease in the cost of operation in the City Schools for this year.

TABLE 30.

TABLE SHOWING TOTAL DISBURSEMENT, ACTUAL COST OF OPERATION, AND COST PER PUPIL BASED ON ENROLLMENT AND AVERAGE ATTENDANCE.

Year	Total Disbursement	Actual Cost of Operation	Average Cost per Pupil based on Enrolment	Actual Cost per Pupil based on Average Attendance
1905	\$ 477,906.28	.....	.....	.....
1906	422,006.25	.....	.....	.....
1907	1,793,952.86	.....	.....	.....
1908	2,393,681.25	.....	.....	.....
1909	2,735,858.20	.....	.....	.....
1910	3,362,393.33	.....	.....	.....
1911	5,025,773.48	.....	.....	.....
1912	6,667,281.81	.....	.....	.....
1913	8,684,186.04	\$3,211,542.71	\$40.19	\$69.90
1914	7,834,891.67	4,096,142.48	46.43	76.55
1915	7,965,469.42	4,028,592.61	44.69	71.16
1916	6,121,614.26	4,321,020.74	44.09	72.53
1917	6,595,562.01	4,800,938.08	45.39	74.82
1918	7,496,691.64	5,290,892.57	46.81	75.87
1919	8,805,528.59	6,430,231.41	52.89	85.99
1920	10,644,329.13	7,881,971.22	58.06	95.63
1921-22	12,134,488.37	8,753,439.81	61.24	87.09
1922-23	12,358,371.36	8,924,404.31	60.23	84.70
1923-24	11,863,566.60	8,362,506.00	61.22	83.74
1924-25	11,458,506.36	8,760,197.00	59.27	81.20
1925-26	10,826,790.28	8,764,475.00	59.12	80.49

N.B.—Prior to 1913 information re cost of operation, etc., not available.

The cost of operation includes all salary payment, debenture coupons falling due during the year and paid, general maintenance, interest, etc., but does not include the amounts borrowed by note or renewals, nor cost of buildings, grounds, etc., covered by debenture issues.

The average cost per Pupil has decreased slightly this year.

TABLE 31.

TEACHERS' SALARIES, 1925-26, IN ALL SCHOOLS.

Class of Certificate	Number of Teachers	Salaries Paid		
		Highest	Lowest	Average
First Male	623	\$3,600	\$ 780	\$1,630.23
First Female	914	3,000	750	1,220.21
Second Male	727	3,000	840	1,167.14
Second Female	2,579	2,900	600	1,103.65
Third Male	60	2,250	840	1,039.83
Third Female	128	1,800	650	993.14
Permit Male	8	1,080	800	956.34
Permit Female	30	1,150	700	931.27
*Pending Male	5	1,800	950	1,202.00
*Pending Female	19	1,180	800	964.74
Special Male	30	3,100	1,500	2,520.00
Special Female	12	2,900	1,600	2,191.67

*Teachers whose standing has not been determined for Alberta.

TABLE 32.

AVERAGE SALARY OF TEACHERS, 1925-26.

Average salary per year paid in Rural Schools.....	\$1,032.80
Average salary per year paid in Town Schools.....	1,598.04
Average salary per year paid in Village Schools.....	1,218.83
Average salary per year paid in Separate Schools	1,101.11
Average salary per year paid in Consolidated Schools	1,259.43
Average salary per year paid in All Schools	1,203.89

TABLE 33.
STATEMENT SHOWING ENROLMENT, AVERAGE ATTENDANCE, TEACHERS' SALARIES, ETC., FOR EACH YEAR, FROM 1906 TO 1926 INCLUSIVE.

Year	No. of Pupils Enrolled		Daily Average Attendance of Pupils		Amount Expended on Teachers' Salaries	Total Number of Teachers Employed	Total Number of School Districts Organized	Number of School Districts Erected Each Year	Value of School Buildings and Grounds	Value of School Libraries	Excess of Assets over Liabilities
	Rural	Town and Village	Rural	Town and Village							
1906	14,576	14,208	7,395.34	7,346.73	\$ 386,107.99	924	742	144	\$ 926,706.26	10,384.49	\$ 607,678.45
1907	16,344	17,994	8,108.25	9,202.51	497,745.78	1,210	898	156	1,916,869.28	16,490.25	1,486,278.67
1908	19,599	20,054	10,104.32	8,819.41	592,222.64	1,458	1,066	168	2,553,060.42	22,379.20	1,425,362.70
1909	23,165	22,883	12,498.87	9,826.19	758,315.51	1,805	1,245	179	3,531,363.57	30,409.52	2,615,321.78
1910	29,835	25,472	15,577.58	14,033.37	908,745.12	2,217	1,496	251	4,643,612.94	38,302.70	2,941,474.49
1911	32,098	29,562	16,252.65	16,304.11	1,144,583.75	2,651	1,778	282	7,371,339.52	50,950.28	4,078,832.02
1912	36,399	34,645	19,513.65	19,712.95	1,411,200.65	3,054	2,019	211	9,908,492.24	75,327.30	4,995,691.25
1913	39,287	40,622	21,350.65	24,537.36	1,672,525.93	3,298	2,236	217	12,110,978.06	76,468.38	5,359,211.04
1914	46,550	43,360	26,030.33	24,552.69	2,050,597.01	3,978	2,360	124	13,442,987.54	86,597.74	6,189,898.57
1915	51,207	46,079	30,141.68	30,970.32	2,421,404.48	4,267	2,489	129	13,834,839.12	111,839.97	6,836,241.52
1916	54,987	51,223	32,082.80	33,188.59	2,620,085.54	5,133	2,773	135	14,165,097.25	134,387.70	8,452,140.36
1917	54,182	53,545	30,697.64	34,677.23	2,860,351.67	5,652	2,964	135	14,863,376.33	191,387.86	8,827,683.37
1918	48,880	62,229	28,961.28	39,527.37	3,560,317.58	4,802	3,106	142	15,892,920.05	224,971.07	9,990,849.44
1919	53,238	68,329	31,334.01	43,441.56	4,371,508.02	5,014	3,215	109	16,824,719.25	252,691.19	11,573,173.18
1920	59,886	75,864	34,935.05	47,481.53	5,213,011.25	5,320	3,301	86	18,055,485.21	301,364.86	12,558,363.17
1921	66,211	67,967	39,222.17	50,179.18	5,428,826.20	5,787	3,367	73	18,442,012.68	331,581.11	13,294,175.25
1922-23	67,730	76,691	41,892.69	58,621.94	5,411,486.95	5,669	3,388	73	18,068,393.17	337,289.08	14,580,843.29
1923-24	67,455	79,318	44,110.73	61,253.16	5,443,247.53	5,727	3,409	74	18,379,211.59	364,403.00	15,415,937.14
1924-25	68,175	79,621	44,709.80	63,170.36	5,477,156.27	5,864	3,431	72	18,651,314.66	366,113.20	17,270,654.21
1925-26	68,971	81,555	46,009.79	64,918.03	.....	5,135	3,463	740	.....	.....	.....

*For the June term only.

†For the calendar year.

The value of school buildings and grounds shows an increase over the previous year. The excess of assets over liabilities shows nearly 2 million dollar increase.

TABLE 34.
SCHOOL DISTRICTS ERECTED DURING 1926.

Name	No.	Date of Erection	Twp.	Rge.	M.	Trustee
Big Spring	4237	Jan. 22nd	26-27	2-3	5	F. K. Morison.
Pickardville	4238	Feb. 1st	58-59	26-27	4	G. R. Smith.
Reed Ranch	4239	Feb. 15th	32-33	27-28	4	J. A. Utinin.
Huggard	4240	Feb. 15th	27-28	7	4	
Green Glen	4241	Feb. 19th	35	1-2	4	F. M. Murphy.
Deep Lake	4242	Mar. 17th	56-57	13-14	4	Geo. Leonty.
Vernal	4243	April 6th	3-4	22-3	4	A. L. Parkinson.
Blindman River	4244	April 6th	14	4	5	E. Stearn.
Snake Creek	4245	April 6th	17	23-21	4	J. W. Bateman.
Sandpit	4246	April 6th	17	23	4	W. W. Clarkson.
Davisville	4247	April 7th	3-4	24-25	4	A. W. Zeigler.
Whitelaw	4248	April 20th	82	1	6	J. F. Kyle.
Namaka Farm	4249	May 5th	21-22	24-25	4	
Craigdhu	4250	May 13th	26-27	25-26	4	L. A. Istvanffy.
Milo	4251	May 19th	18-19	21-22	4	W. F. Harvey.
Turin Village	4252	June 2nd	11-12	19	4	E. Hammon.
Greyhurst	4253	June 4th	27-28	22-23	4	C. F. G. Kirby.
Marconi	4254	June 23rd	49-50	15-16	4	T. H. Phillips.
Vincent	4255	July 6th	61	22	4	J. Bird.
Ballater	4256	July 6th	76-77	21-22	5	H. Conklin.
Ensleaf	4257	July 30th	20	4-5	4	L. Bartholow.
Sheep Creek	4258	Aug. 4th	20-21	3-4	5	F. G. Buchanan.
Merrit	4259	Aug. 4th	25-26	15	4	J. T. Wallace.
Huntcliff	4260	Aug. 4th	32	28	4	R. H. Liggett.
Willingdon	4261	Aug. 19th	52	2	5	A. Saunders.
Carvel	4262	Aug. 19th	52-53	2	5	J. Fortin.
Athol	4263	Aug. 19th	26-27	21	4	Geo. Gow.
East Peace River	4264	Sept. 10th	82-83	20-21	5	E. K. Brown.
Bulwark	4265	Sept. 11th	37-38	11-12	4	Wm. Constable.
Dunree	4266	Oct. 21st	20	22-23	4	J. A. Macgregor.
Swastika	4267	Oct. 22nd	19-20	22-23	4	C. McIrvine.
Lambert Point	4268	Oct. 28th	108-109	11-12	5	D. E. Utz.
Rolph Creek	4269	Nov. 5th	2	24	4	J. H. Tanner.
Sunny Slope Valley	4270	Dec. 10th	22	2-3	5	Geo. Park.
Bunciana	4271	Dec. 17th	49-50	10-11	4	R. Stover.
Mersey	4272	Dec. 18th	76	2-3	6	G. G. Reiswig.
Beaverton	4273	Dec. 20th	62-63	8-9	4	G. W. Kirby.
Poplar Forest	4274	Dec. 21st	41	25	4	W. Rentz.
Bird Hill	4275	Dec. 21st	51-52	7-8	4	M. Tovell.
Rural High Schools						
Rockyford	3	Feb. 19th	25-26-27	22-23-24	4	C. R. Walrod.
Dalemead	4	July 19th	26-27-28	21-22-23	4	
Naco	5	Nov. 31d	31-32-33	5-6-7	4	
Roman Catholic Separate						
St. Rita	27	May 5th	26	23	4	F. E. Ryan.

SCHOOL DISTRICTS DISORGANIZED

Name	No.	Date of Disorganization	Twp.	Rge.	M.
Rawleigh	2810	Jan. 1st	25	11-12	4
Pickardville	1901	Feb. 1st	58-59	26-27	4
Sturgeon Lake	4133	Apr. 10th.	70-71	23-21-25	5
Gold Coin	2336	Aug. 31st	14-15	19-20	4
Carvel	2045	Aug. 19th	52	2	5
Collieries	4075	Sept. 8th	35-36	20	4
Wood	3473	Dec. 31st	5	26	4
Wolf Creek	3367	Dec. 31st	53	16	5
Consolidated Districts					
Glenwood	32	Dec. 31st	4-5	26-27	4
Wolf Creek	18	Dec. 31st	53-54	15-16	5

TABLE 35.
REPORT OF PRIVATE SCHOOLS.
ELEMENTARY AND SECONDARY FOR THE SCHOLASTIC YEAR
ENDING JUNE 30, 1926.

Number of Schools reporting.....24			
	Male	Female	Total
Number of Teachers in residence	43	60	103
Number of Teachers not in residence.....	20	44	64
Number of Pupils in residence	744	576	1,320
Number of Pupils not in residence.....	374	587	961
Number of Pupils also enrolled in publicly con- trolled schools	20	39	59
Number of Pupils doing work of Elementary Grades	604	746	1,350
Number of Pupils doing work of Secondary Grades	498	378	876
Number of Pupils doing special work only.....	16	39	55
TOTAL ENROLMENT			
Average Attendance			2,281
Average number of days school operated.....			2,047.3
Length of Course in years			192.2
SCHOOLS UNDER CONTROL OF—			
(a) Church			8
Corporation			5
Society			4
Private Individuals			7
(b) Religious Denominations			16
Non-sectarian			8

TABLE 36.
PRIVATE SCHOOLS.
DISTRIBUTION OF PUPILS BY SEX, GRADE, AND AGE LAST
BIRTHDAY.

Academic School Year Ended June 30th, 1926.

	Sex	5 yrs and under												14 yrs.												Tot.		
		6 yrs.	7 yrs.	8 yrs.	9 yrs.	10 yrs.	11 yrs.	12 yrs.	13 yrs.	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20 yrs.	21 yrs.	Tot.										
Grade I	Boys	26	33	46	22	14	10	7	1	1	1	1	1	1	1	1	1	159										
	Girls	12	31	44	28	19	13	6	4	4	4	4	4	4	4	4	4	166										
Grade II	Boys	1	4	16	22	15	6	5	3	2	2	2	2	2	2	2	2	75										
	Girls		6	25	31	18	7	4	4	1	1	1	1	1	1	1	1	96										
Grade III	Boys			2	14	23	13	6	4	2	2	2	2	2	2	2	2	64										
	Girls		7	2	22	32	14	8	5	4	4	4	4	4	4	4	4	95										
Grade IV	Boys				3	21	27	17	8	2	2	2	2	2	2	2	2	78										
	Girls				5	20	31	19	7	4	4	4	4	4	4	4	4	87										
Grade V	Boys					3	17	24	19	8	6	6	6	6	6	6	6	74										
	Girls				1	5	21	33	18	12	12	2	2	2	2	2	2	92										
Grade VI	Boys						1	10	18	15	17	6	2	2	2	2	2	46										
	Girls						3	15	26	17	16	8	4	4	4	4	4	71										
Grade VII	Boys							2	12	16	8	4	4	4	4	4	4	43										
	Girls							2	19	29	16	6	5	5	5	5	5	79										
Grade VIII	Boys							3	4	14	22	11	4	4	4	4	4	65										
	Girls							8	2	24	18	8	2	2	2	2	2	60										
Grade IX	Boys							1	3	15	24	8	2	2	2	2	2	131										
	Girls							6	3	29	40	22	12	8	6	3	1	126										
Grade X	Boys							4	4	32	43	21	9	4	2	1	4	148										
	Girls							2		32	36	30	17	9	5	7	8	143										
Grade XI	Boys									2	25	31	19	8	3	6	4	163										
	Girls									4	33	41	29	11	6	5	14	143										
Grade XII	Boys										2	21	35	20	4	5	2	101										
	Girls										1	16	18	16	14	10	17	92										
											1	12	12	14	12	12	18	87										
Totals by Sex		26	37	64	61	76	74	74	75	89	113	110	103	74	45	30	23	1118										
	Girls	18	44	71	87	94	89	88	90	111	124	92	86	57	26	24	22	1163										
Grand Totals		44	81	135	148	170	163	162	165	200	237	202	189	131	71	54	45	2281										

TABLE 37.
REPORT OF BUSINESS COLLEGES (Private).
For the Scholastic Year Ending June 30, 1926.
Number of Business Colleges reporting..... 5

	Male	Female	Total
Number of Instructors	15	39	54
Number of Students enrolled	1,000	1,739	2,739
Number of Students in day courses	549	1,134	1,683
Number of Students in night courses (not also in day courses)	451	605	1,056
Average Number of Days College Operated—			
For day courses			227.4
For night courses			87.25
Average Number of Hours of Session—			
For day courses			5.37
For night courses			2.5
Systems of Shorthand—			Students
Gregg			683
Pitman			545

TABLE 38.
COURSES OR COMBINATION OF COURSES.

	Students During Year			
	Day Courses		Night Courses	
	Male	Female	Male	Female
Academic—				
Public School	45	30	23	27
High School	40	35	20	30
Correspondence	100	100	....	....
Commercial—				
Book-keeping	225	238	252	188
Shorthand	43	342	44	221
Penmanship	88	350	53	170
Office Routine	16	30	21	42
Rapid Calculation	12	27	7	46
Music and Expression— (Day and Night Courses)	360	500	....	....
Total.....	929	1,652	420	724

Tuition Fees—	By Month	For Course
Day Courses	\$13.00-\$20.00	\$90.00-\$110.00
Night Courses	6.00- 6.50	\$40.00
Normal Time for Graduation—		
(Day and Night Courses)		6-10 months

TABLE 39.
STUDENTS IN EACH OF THE FOLLOWING BRANCHES
OF SUBJECTS.

Subjects Offered	Students	
	Male	Female
Arithmetic	276	330
Book-keeping	477	426
Business Practice	182	397
Civics	130	241
Commercial Law	364	432
Correspondence	251	741
English Literature	168	157
English Composition	168	157
French	20	30
Business Papers	77	160
Office Routine	137	614
Penmanship	492	896
Rapid Calculation	164	91
Spelling	574	851
Mechanical Book-keeping	10	....
Typewriting	497	1,002
Posting Machine	10	....
Adding Machine	42	32

INDEX

	Page
Adult Blind	12
Amending Legislation	10
Attendance (See Statistics)—	
Enforcement of Attendance Act	50
Blind Pupils	11
Certification of Teachers	18
Correspondence Courses	16
Deaf Pupils	11
Debentures	53
Departmental Examinations	17, 19
Diplomas issued	21
Educational Progress	11
Enrolment of Pupils	9
Examination Centres	21
Free Readers	52
High Schools—	
Curriculum	14
Enrolment	13
Inspection	13
Illiteracy in Alberta	16
Inspection—	
Advanced instruction	40
Alberta Inspectoral system	25
Duties of Inspectors	28
Fairs, Conventions, etc.	44
Inspection of City Schools	28
Number of Inspectors	26
Operation of Schools	36
Personnel of Inspection Staff	26
Progress and prospects	47
Qualifications of Inspectors	26
Supervision of Class Room instruction	29
Work of the year	27
Normal Schools—	
Calgary	22
Camrose	24
Operation of Schools	51
Provincial Certificates granted	21
Reading Courses	15
Reference Books	52

INDEX

87

	Page
School District Organization	9
School Libraries	53
Secondary Education	10
Statistics	58
Attendance of pupils	67
Attendance of pupils month by month	65
Attendance in Town schools	68
Average age of pupils	61
Average salary of teachers	78
Business Colleges	83
Classification of pupils	60
Comparative cost of education	77
Comparative statement of attendance and classification.....	61
Comparative statements showing assets and liabilities of school districts	75
Comparative table showing increase in districts and operation....	73
Cost per pupil based on enrolment and average attendance.....	78
Distribution of pupils by sex, grade and age.....	62, 82
Percentage of enrolment	59
Percentage of enrolment of all ages	64
Private Schools	81
Receipts and disbursements of school districts	75
School Districts	67
School districts erected during 1926	80
Schools in operation	69
Statement showing enrolment, average attendance, teachers' salaries, etc., from 1906 to 1926	79
Summary of assets and liabilities of school districts.....	76
Table of actual cost of operation.....	78
Teachers' salaries	78
Total cost of education	78
Sub-normal pupils	12
Summer School for Teachers	15
Teachers' Bureau	18
Teachers' Conventions	16
Teacher Training	15
Technical Education	55
Enrolment at Institute	56
Evening Classes	57
Summer courses	57
Vocational Education	58
Text Books	51

